

**Policy 5100, approval of Educator Preparation Programs
Comment Log**

January 11, 2019 – February 11, 2019

Action

A/S Comment was accepted and supports the proposed policy.

A/C Comment was accepted and resulted in changes to the proposed policy.

N Comment was not accepted.

Date	Commenter	Comments	Action	Rationale
§126-114-1. General				
2019-02-04 14:44:24	Name: Michael Tilley Organization: West Virginia University Title: Clinical Instructor City/State: Morgantown, WV Role: Higher Educator	Not pertaining to this section but to the document as a whole: The document released for comment has many substantial errors in the form of the text not representing intended meanings. These errors should be corrected and the document re-released for a new obligatory comment period.	N	Comment was not accepted as no specific area of concern was mentioned.
§126-114-2. Summary				
§126-114-3. Purpose				
2019-02-07 14:31:33	Name: Joy Gaines Organization: Fairmont State University Title: adjunct instructor City/State: Fairmont, WV Role: Higher Educator	No additional funding is secured in advance to support this work- rn this will be an unfunded mandate for EPP’srn This process needs to have collaborative input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP programsrn rn concern with change in language from “policy” to “rule”	NA A/C	Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.
2019-02-07 14:44:04	Name: Diane Burnside	What funding is secured for this work? It is also needs input from public schools, county boards and current students in EPP programs.rn	N	Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and

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<p>2019-02-07 15:32:43</p>	<p>Name: Pamela Gallaher Organization: Taylor County Board of Education Title: Assistant Superintendent City/State: Grafton, WV Role: Professional Support</p>	<p>No additional funding is secured in advance to support this work-this will be an unfunded mandate. This process needs to have collaborative input from all stakeholders Concern with the change in language from policy to rule</p>	<p>N A/C</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>
<p>2019-02-07 15:57:03</p>	<p>Name: Steve Wotring Organization: Preston County Schools Title: Superintendent City/State: Kingwood, WV Role: Superintendent</p>	<p>What is the funding source to support this work? This appears to be an unfunded mandate for the EPP's. There definitely needs to be some points clarified here and ensure that collaborative input is received from all stakeholders involved. I also have concern with the language that changes "policy" to "rule."</p>	<p>N A/C</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>
<p>2019-02-08 14:49:39</p>	<p>Name: Dr. Budd Sapp Organization: Fairmont State University Title: Professor City/State: FAIRMONT, WV Role: Higher Educator</p>	<p>Comments: no additional funding is secured in advance to support this work- this will be an unfunded mandate for EPP's this process needs to have collaborative input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP programs concern with change in language from "policy" to "rule"</p>	<p>N A/C</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>

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<p>2019-02-08 16:49:15</p>	<p>Name: Ryan Saxe Organization: Cabell County Schools Title: Superintendent City/State: Huntington, West Virginia Role: Superintendent</p>	<p>no additional funding is secured in advance to support this work- rn this will be an unfunded mandate for EPP'srn this process needs to have collaborative input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP programsrn concern with change in language from "policy" to "rule"</p>	<p>N A/C</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>
<p>2019-02-10 08:50:31</p>	<p>Name: Kristina Palumbo Organization: Mon county public schools Title: Teacher City/State: Morgantown, WV Role: Teacher</p>	<p>no additional funding is secured in advance to support this work-Where is that funding going to come from? rnThis will be an unfunded mandate for EPP's.rn This process needs to have collaborative input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP programsrn I'm concerned with change in language from "policy" to "rule"</p>	<p>N A/C</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>
<p>2019-02-10 09:03:48</p>	<p>Name: Sharon Petite Organization: Monongalia County Schools Title: Principal City/State: Morgantown, WV Role: Principal</p>	<p>- no additional funding is secured in advance to support this work, this will be an unfunded mandate for EPP'srn-this process needs to have collaborative input from all stakeholders: higher education, public schools, county Boards of Educations, and current students in EPP programs.rn change in language from "policy" to "rule" - what would this change impact</p>	<p>N A/C</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>

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<p>2019-02-10 10:33:23</p>	<p>Name: Sharon Smith Organization: Fairmont State University Title: Interim Dept. Chair and Professor of Education City/State: Fairmont, WV Role: Higher Educator</p>	<p>If the purpose of this policy is to establish a collaborative process, improve EPPs and potential educators, and ensure those who are prepared as entry-level professionals, then this policy needs to have collaborative input from all stakeholders-IHEs, public schools, county Boards of Education and current students in EPP programs. What are the knowledge, skills and dispositions of an entry-level professional? How do these differ from an experienced professional? Are entry-level professionals expected to exhibit the same level of knowledge, skills and dispositions as experienced professionals? In addition, as written, the policy does not clearly define how it will be funded, thus resulting in an unfunded mandate for EPPs and county boards of education.</p>	<p>N</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>
<p>2019-02-10 14:02:08</p>	<p>Name: Kimberly Greene Organization: University High School Title: Principal City/State: Morgantown, WV Role: Principal</p>	<p>no additional funding is secured in advance to support this work-rnrnthis will be an unfunded mandate for EPP'srnrnthis process needs to have collaborative input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP programsrnrn</p> <p>concern with change in language from "policy" to "rule"</p>	<p>N A/C</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>
<p>2019-02-10 18:26:38</p>	<p>Name: Kimberly Palumbo Organization: Menus Plus Title: Owner City/State: Morgantown, WV</p>	<p>Comments: no additional funding is secured in advance to support this work- rn this will be an unfunded mandate for EPP'srn this process needs to have collaborative input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP programsrn</p>	<p>N</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency</p>

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	Role: Parent-Family	concern with change in language from “policy” to “rule”	A/C	model visits) regarding year-long residency and co-teaching.
2019-02-10 22:25:22	Name: Kelsey Sprowls Organization: Monongalia County Schools Title: Teacher City/State: Morgantown, WV Role: Teacher	no additional funding is secured in advance to support this work-rnrnrnthis will be an unfunded mandate for EPP’srnrnrnthis process needs to have collaborative input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP programsrnrnrn concern with change in language from “policy” to “rule”	N A/C	Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.
2019-02-10 23:30:54	Name: Heather Yoho Organization: Title: City/State: , Role: Teacher	No additional funding is secured in advance to support this work.rnrnrnThis will be an unfunded mandate for EPPs.rnrnrnThis process needs to have collaborative input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP programs.rnrnrn Why is this changed from a "policy" to a "rule"? Is there a difference?	N A/C	Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.
2019-02-11 00:53:38	Name: Julie Reneau Organization: Fairmont State University Title: Associate Professor City/State: Fairmont, WV	Given the defined purpose in Policy 5100, I have concerns about the lack of collaboration with Institutions of Higher Education (IHEs) and public schools on the proposal for the year-long residency described in this policy. According to section 3.1, the purpose of Policy 5100 is to “ensure that IHEs work collaboratively with the public schools in designing and delivering professional educator	N	Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching. School systems

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	<p>Role: Higher Educator</p>	<p>preparation experiences to increase student achievement”, but the school superintendents in our area were not aware that a year-long residency was part of the proposed changes and that school systems would be responsible for “high-quality induction and professional growth” (as described in 6.3.c.1) for faculty liaisons from universities and student teachers in the yearlong residencies. While some faculty and administrators attended trainings that included information on co-teaching and year-long residencies, they were not given an opportunity to provide input on this policy in collabor!</p> <p>ation with their local Professional Development Schools (PDS) public school partners. This process needs to have collaborative input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP programs as defined in section 126-114-3 (Purpose) of Policy 5100.rnrnIn addition, research on successful year-long residency programs indicates that most of these programs require additional funding to support students and collaborative partnerships. Many students in West Virginia cannot afford to spend a year in the classroom without a stipend or additional outside employment. Yet, it is challenging for pre-service teachers to meet school and university expectations while maintaining outside employment for an entire year. Since no additional funding has been secured to support this work, students who have committed four years of study to develop expertise in teaching and content will</p>	<p>are already required as per WVBE Policy 5800 and the Support for Improving Professional Practice (WVSIPP) based on State Code 18A-3C-1, to conduct “high-quality induction and professional growth.” No additional time or funding would be required for the year-long experience for the candidate.</p>
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		<p>bear the financial burden of the year-long experience. ! Additional funding should be secured or innovative pilot progr! ams that are financially supported should be developed prior to incorporating the year-long residency in policy for all universities and colleges in the state.</p>		
2019-02-11 00:59:11	<p>Name: Pam Pittman Organization: Fairmont State University Title: Assistant Professor City/State: Fairmont, WV Role: Higher Educator</p>	<p>Given the defined purpose in Policy 5100, I have concerns about the lack of collaboration with Institutions of Higher Education (IHEs) and public schools on the proposal for the year-long residency described in this policy. According to section 3.1, the purpose of Policy 5100 is to “ensure that IHEs work collaboratively with the public schools in designing and delivering professional educator preparation experiences to increase student achievement”, but the school superintendents in our area were not aware that a year-long residency was part of the proposed changes and that school systems would be responsible for “high-quality induction and professional growth” (as described in 6.3.c.1) for faculty liaisons from universities and student teachers in the yearlong residencies. While some faculty and administrators attended trainings that included information on co-teaching and year-long residencies, they were not given an opportunity to provide input on this policy in collabor! ation with their local Professional Development Schools (PDS) public school partners. This process needs to have collaborative input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP</p>	N	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>

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<p>2019-02-11 09:27:47</p>	<p>Name: Cynthia Dalton Organization: New River CTC Title: Student Program Advisor City/State: Beaver, WV Role: Higher Educator</p>	<p>No additional funding is secured in advance to support this work - this will be an unfunded mandate for EPP's, this process needs to have collaborative input from all stakeholders-higher ed., public schools, county Board of Education and current students in EPP programs.</p> <p>concern with change in language from "policy" to "rule".</p>	<p>N</p> <p>A/C</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>
<p>2019-02-11 11:02:23</p>	<p>Name: Penny Fisher Organization: Putnam County Schools Title: Assistant Superintendent for Personnel City/State: Winfield, WV Role: Superintendent</p>	<p>No additional funding is secured to support this mandate for EPP requirements.rnrnThis policy should have collaborative input from all stakeholders.</p>	<p>N</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>
<p>2019-02-11 12:55:40</p>	<p>Name: Debbie Smith Organization: Cabell County Schools Title: Manager of Professional Personnel City/State: Huntington, WV Role: Other</p>	<p>This process needs to have input from all stakeholders-higher ed., public schools, county Boards of Education and current students in EPP programs.rnrnrnrnHow will this mandate be funded??</p> <p>What are the indications of changing wording from "policy" to "rule"?</p>	<p>N</p> <p>A/C</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>
<p>2019-02-11 15:52:17</p>	<p>Name: Sandra DeVault</p>	<p>no additional funding is secured in advance to support this work- rn rnrnrnthis will be an unfunded mandate for EPP'srn this process needs</p>	<p>N</p>	<p>Comment was not accepted. A large stakeholder group was held in October 2017 and ongoing meetings and</p>

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	<p>Organization: Monongalia County Schools Title: Mrs. City/State: Morgantown, WV Role: Other</p>	<p>to have collaborative input from all stakeholders- higher ed., public schools, county Boards of Education and current students in EPP programs no additional funding is secured in advance to support this work</p> <p>concern with change in language from “policy” to “rule”</p>	A/C	<p>discussions have followed (co-teaching trainings, PDS meetings, experts and consultants from other states, residency model visits) regarding year-long residency and co-teaching.</p>
§126-114-4. Authority of the WVBE				
<p>2019-01-25 10:09:00</p>	<p>Dr. John E. Stallings, Jr., Ed.D. Director, WVU Five-Year Teacher Education Program</p>	<p>1. Item 4.4 - Simply mentioned with intent to help add accuracy, please note that a wording typo has occurred in line two of sentence one: “. . . a private IHEs may establish . . .” should read “. . . a private IHE . . .” (striking the incorrect pluralizing “s”).</p>	A/C	<p>Comment was accepted and resulted in changes to the proposed policy.</p>
<p>2019-02-08 16:49:15</p>	<p>Name: Ryan Saxe Organization: Cabell County Schools Title: Superintendent City/State: Huntington, West Virginia Role: Superintendent</p>	<p>This reads as if the EPP/s will have access to our schools- and specifically reads “the county board of education or school SHALL provide access to appropriate placement sites; SHALL include EPP faculty/staff in professional learning opportunities.” The language also lists TIER levels for school clinicals. At Tier 1, the preservice teacher’s coursework is taught onsite at those schools from the WVBE that are listed as focus/priority. Tiers 2 and 3 list the preservice teacher’s experience as a co-teaching model. It appears that our schools/teachers will be inundated with the EPP’s under these new requirements.</p>	N	<p>Comment not accepted. Policy as proposed allows for flexibility. Participation in the Tier/PDS options would be voluntary and by partnership agreements. Not all schools would have to apply or be a PDS- designated school site. The language refers to agreements that would be stipulated in the “Partnership Agreement” documents or MOUs. Each County would have the ability to craft such partnership agreements to be mutually beneficial and feasible for their needs and operations.</p>

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		<p>clarification between the two categories ("Field" and "Clinical") based experiences/placements.</p> <p>7. Item 5.17.a - Criteria for eligibility as a cooperating educator [aka Mentor/Host Teacher] has been changed to require both "Field" and "Clinical" placements to be covered by those with a minimum of five (5) years of teaching experience, when the two placement categories previously required different minimums for eligibility.</p> <p>Documentation (a) from WVDE (May 22, 2018) between Jodi Oliveto, Coordinator - Office of Certification and Professional Preparation, to Carla Warren, Coordinator - WVDE Office of Early and Elementary Learning, then (b) forwarded to EPPs as clarification indicates that "Cooperating teachers need to meet training and criteria only for student teaching/clinical. [placements]" . . . [<u>Not</u> for "Field"]</p> <p>As such, it is essential that the minimum of Five (5) years of teaching experience was applicable to the "clinical" placement only.</p> <p>EPP effort, including that of our partnering PDS faculty, has focused on fulfilling the previously imposed requirement pertaining to ensuring that potential co-teachers [aka Mentor/host Teachers] are those who have taken either the on-line or state-approved face-to-face Mentor</p>	<p>A/C</p>	<p>Comment was accepted and resulted in changes to the proposed policy.</p>
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		<p>Teacher Training and who have a minimum of five (5) years of teaching experience in order to be eligible/considered for serving as a co-teacher [aka Mentor/Host Teacher]. This has been done in good faith. It has in some instances, already created difficulties when needing to identify appropriate placement options for our Pre-Service Teacher Candidates, as some of our previously participating P-12 colleagues have expressed offense of the MT training requirement, and have started refusing to accept our Pre-Service Teachers.</p> <p>Adding the newer, more restrictive (<i>five-year teaching experience</i>) requirement to "Field" placement options will further compromise EPP/PDS partnership opportunities.</p> <p>8.Item 5.17.b – (Last sentence) – Perhaps, a more appropriate wording choice would be “fulfillment of” as opposed to “fulfilling” standards and performance target, and . . .</p> <p>9. Items 5.21.b and 5.21.c should be relabeled/renumbered as 5.21.a and 5.21.b as a result of the deletion of the original 5.21.a</p> <p>10. Item 5.29. – “Year-Long Residency” (<i>line three</i>) requires an “a” in the sentence. “. . . classroom apprenticeship with a masters-level . . .”</p>	<p>N</p> <p>A/C</p> <p>A/C</p>	<p>Not accepted.</p> <p>Comment was accepted and resulted in changes to the proposed policy.</p> <p>Comment was accepted and resulted in changes to the proposed policy.</p>
<p>2019-02-03 21:09:38</p>	<p>Name: Jo Pennington Organization: Ohio Valley University</p>	<p>5.29 and 8.2.b Year-long Residency-The wording connotes a fall-spring clinical experience. The OVU EPP initiated two semesters of student teaching for</p>	<p>N</p>	<p>Comment not accepted.</p>

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	<p>Title: Dean, College of Education City/State: Vienna, WV Role: Higher Educator</p>	<p>students who enter a teacher prep program beginning in Fall 2017. About half of our students are athletes. Our policy has been not to allow student-athletes to do their student teaching in their more active season. This has worked well, enabling our students to focus on all student teaching tasks. We NEED for Policy 5100 to allow the EPP to arrange the two clinical semesters in a sequence that allows student-athletes to avoid their active seasons. Our current structure is to work with advisor and prospective student teacher/athlete in two semesters in the two age-ranges of the certification in: 1) fall-spring, 2) spring-fall, 3) fall-fall, or 4) spring-spring. Many student-athletes cannot complete their programs if they cannot play under their athletic scholarships; they cannot take off two semesters to do their student teaching. We need to focus on enabling them to learn effectively across two clinical semesters, not require that the two semesters be fall-spring.</p>		<p>Policy proposed allows for flexibility. As policy further develops, additional guidance will be provided.</p>
<p>2019-02-04 14:44:24</p>	<p>Name: Michael Tilley Organization: West Virginia University Title: Clinical Instructor City/State: Morgantown, WV Role: Higher Educator</p>	<p>5.17.a: Prohibitively restrictive for high-needs endorsement areas; there aren't enough qualifying cooperators for needed placements. High standards are good but impossibility is not. A teacher shortage is not solved by making it ridiculously more difficult to become a teacher and/or scaring off mentors with even more extra work.</p>	N	<p>Comment not accepted. Comment is not applicable to proposed changes to Policy 5100.</p>
<p>2019-02-07 12:15:19</p>	<p>Name: David Lancaster</p>	<p>126-114-5 Definitions.rn5.29 and 8.2.b Year-long Residency-The wording fall-spring clinical experience concerns our institution and students. At West Virginia University at Parkersburg, about</p>	N	<p>Comment not accepted. Policy proposed allows for flexibility. As policy further develops, additional guidance will be provided.</p>

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	<p>Organization: West Virginia University at Parkersburg Title: Chair of Education City/State: Parkersburg, West Virginia Role: Higher Educator</p>	<p>25% of our students are Non-traditional students. We would like our students to be able to enter the student teaching year at fall-spring or spring-fall. Being able to enter when a non-traditional student is ready is very important. We will have cases of individuals being in their 30-40's needing to wait another half year just because student teaching can only be completed during a fall-spring cycle. We need to focus on enabling these individuals to learn effectively across two clinical semesters, not require that the two semesters be fall-spring.rnrnt would be beneficial to me for some additional depth in definitions and clarifications on the following items.rnl would like to see a fuller definition of "co-teaching" rnClarification of "master-level education content educator"</p>		
<p>2019-02-07 14:31:33</p>	<p>Name: Joy Gaines Organization: Fairmont State University Title: adjunct instructor City/State: Fairmont, WV Role: Higher Educator</p>	<p>Cooperating teacher course- undefinedrnrn Cooperating teacher/cooperating educator used interchangeablyrnrn Huge concern with Masters level education content educator-does this mean that "all "cooperating teachers must have a Master's Degree in their content field?</p>	N	<p>Comment not accepted. Comment is not applicable to proposed changes to Policy 5100. Policy does not require a cooperating teacher to hold a Master's degree.</p>
<p>2019-02-07 14:44:04</p>	<p>Name: Diane Burnside Organization: Fairmont State University Title: Retired Administrator/FSU Liaison</p>	<p>What is meant by "ALL" cooperating teachers must have a Master's Degree in their content field?</p>	N	<p>Comment not accepted. Comment is not applicable to proposed changes to Policy 5100. Policy does not require a cooperating teacher to hold a Master's degree.</p>

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	City/State: Fairmont, West Virginia Role: Higher Educator			
2019-02-07 14:51:35	Name: Jenny L. Santilli Organization: Harrison County Schools & FSU Title: teacher/adjunct professor City/State: Bridgeport/Fairmont, WV Role: Teacher	1. The "Cooperating Teacher Course" is undefined. 2. Is there a difference between "cooperating teacher" and "cooperating educator"? This should be clarified. 3. The definition of a Master's level education content educator is vague. Is the intention that "all cooperating teachers much a Master's Degree in their content field"?	N	Comment not accepted. Comment is not applicable to proposed changes to Policy 5100. Cooperating teacher and cooperating educator are synonymous.
2019-02-07 15:02:41	Name: Barbara Owens Organization: Fairmont State University Title: Director/PDS Partnership, Clinical Placements City/State: Fairmont, WV Role: Higher Educator	--cooperating teacher course-undefined --cooperating teacher/cooperating educator used interchangeably --tremendous concern with Masters level education content educator- does this mean that "all" cooperating teachers must have a Master's Degree in their content field?	A/C	Comment was accepted and resulted in changes to the proposed policy. Cooperating teacher course is WVBE approved. Language was revised to clarify master educator.
2019-02-07 15:32:43	Name: Pamela Gallaher Organization: Taylor County Board of Education Title: Assistant Superintendent City/State: Grafton, WV Role: Professional Support	Cooperating teacher course is undefined Cooperating teacher/cooperating educator used interchangeably Huge concern with Masters level education content educator- does this mean that all cooperating teachers must have a Master's degree in their content field?	A/C	Comment was accepted and resulted in changes to the proposed policy. Cooperating teacher course is WVBE approved. Cooperating teacher does not require a Master's degree. Language was revised to clarify master educator.

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<p>2019-02-07 15:57:03</p>	<p>Name: Steve Wotring Organization: Preston County Schools Title: Superintendent City/State: Kingwood, WV Role: Superintendent</p>	<p>There is no definition for "cooperating teacher course". The phrase "cooperating teacher" and "cooperating educator" are used interchangeably. I don't know if this is a problem or not, but wanted to point it out. I have grave concerns with "Masters Level education content educator". Does this mean that "all" cooperating teachers must have a masters degree in their content field? What about an individual who has a masters degree in Education Administration, Counseling, or Curriculum and Instruction? These are not content areas and thus, would seemingly exclude individuals pursuing these degrees from being cooperating teachers. Yet, they may be some of our best educators who should be serving as cooperating teachers.</p>	<p>A/C</p>	<p>Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course.</p> <p>Language was revised to clarify master educator.</p>
<p>2019-02-08 12:06:02</p>	<p>Name: Danielle Veltri Organization: Harrison county Title: Principal City/State: Clarksburg , WV Role: Principal</p>	<p>I think requiring teachers to take a coaching/mentoring course will eliminate various cooperating teachers, and this could become a burden for Higher education to find enough teachers to work with the student teachers needed each semester. I agree teachers should have 5 year experience, but I don't think it should be experience only in WV. I think experience anywhere should be approved. A master's degree should not be required. There are a lot of highly effective teachers without a master's degree that could support student teachers.</p>	<p>N</p>	<p>Comment was not accepted. Years of experience do not have to all be in WV.</p>
<p>2019-02-08 14:49:39</p>	<p>Name: Dr. Budd Sapp Organization: Fairmont State University Title: Professor City/State: FAIRMONT, WV</p>	<p>Comments: cooperating teacher course-undefinedrn Cooperating teacher/cooperating educator used interchangeablyrn Huge concern with Masters level education content educator-does this mean that "all "cooperating teachers must have a Master's Degree in their content field?</p>	<p>A/C</p>	<p>Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course.</p> <p>Language was revised to clarify master educator.</p>

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	Role: Higher Educator			
2019-02-08 16:40:54	Name: Dr. Erin Brumbaugh Organization: Alderson Broaddus University Title: Interim Dean, College of Education and Music City/State: Philippi, WV Role: Higher Educator	We would like to see the IHEs have more flexibility in how this one-year residency will be accomplished. Our students have many needs and being able to participate in athletics is one of those. We would propose a flexible schedule of 2 semesters, not necessarily concurrent, to assist our students. We would also like to propose the flexibility to teach methods courses at the IHE since we have students in many schools spread over the county. Teaching them on-campus one day of the week would still give them ample time in the classroom.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.
2019-02-09 19:28:36	Name: Keisha Kibler Organization: Fairmont State University Title: Assistant Professor City/State: Fairmont, WV Role: Higher Educator	cooperating teacher course-undefined Cooperating teacher/cooperating educator used interchangeably Huge concern with Masters level education content educator- does this mean that "all "cooperating teachers must have a Master's Degree in their content field?	A/C	Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator.
2019-02-10 08:50:31	Name: Kristina Palumbo Organization: Mon county public schools Title: Teacher City/State: Morgantown, WV Role: Teacher	cooperating teacher course-undefined Cooperating teacher/cooperating educator used interchangeably Huge concern with Masters level education content educator- does this mean that "all "cooperating teachers must have a Master's Degree in their content field?	A/C	Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator.
2019-02-10 09:03:48	Name: Sharon Petite Organization: Monongalia County Schools	-cooperating teacher course is undefined -terms cooperating teacher/cooperating educator used interchangeably -Masters level education content	A/C	Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course.

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	Title: Principal City/State: Morgantown, WV Role: Principal	- does this mean that all cooperating teachers must have a Master's Degree in their content field?		Language was revised to clarify master educator.
2019-02-10 10:33:23	Name: Sharon Smith Organization: Fairmont State University Title: Interim Dept. Chair and Professor of Education City/State: Fairmont, WV Role: Higher Educator	Add definitions here for terms used throughout the policy: cooperating teacher course, mentor teacher, co-teaching, clinical partnerships, placement sites, PDS, etc. In 5.29 Year-long Residency, define 'masters-level content educator.' This implies only those with a Masters degree in a content area would qualify. This would be a very small pool of cooperating/mentor teachers. Many teachers have experience, but not a Masters degree. Few educators have a Masters degree in a content area (math, science, social studies, etc.) What about elementary educators who don't have a content area, special educators, those with curriculum & instruction, counseling or administrative degrees? Clarify definitions for cooperating teacher and cooperating educator (used interchangeably), field-based and clinical experiences (these are two different types of experiences for teacher candidates and need to have separate definitions). According to the national accrediting council, CAEP, field-based experiences are, "Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions." Clinical experiences are, "Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated	A/C	Comment was accepted and resulted in changes to the proposed policy. Language was revised to clarify master educator.

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		<p>learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as student teaching or internship.” Clinical Practice is defined as “Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates’ progressive development of the professional knowledge, skills, and dispositions to be effective educators.” The use of “significant opportunities” in the definition is also unclear; please clarify.</p>		
2019-02-10 14:02:08	<p>Name: Kimberly Greene Organization: University High School Title: Principal City/State: Morgantown, WV Role: Principal</p>	<p>cooperating teacher course-undefined Cooperating teacher/cooperating educator used interchangeably Huge concern with Masters level education content educator- does this mean that “all “cooperating teachers must have a Master’s Degree in their content field?</p>	A/C	<p>Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course.</p> <p>Language was revised to clarify master educator.</p>
2019-02-10 18:26:38	<p>Name: Kimberly Palumbo Organization: Menus Plus Title: Owner City/State: Morgantown, WV Role: Parent-Family</p>	<p>Comments: cooperating teacher course-undefined Cooperating teacher/cooperating educator used interchangeably Huge concern with Masters level education content educator- does this mean that “all “cooperating teachers must have a Master’s Degree in their content field?</p>	A/C	<p>Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course.</p> <p>Language was revised to clarify master educator.</p>

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<p>2019-02-10 22:25:22</p>	<p>Name: Kelsey Sprowls Organization: Monongalia County Schools Title: Teacher City/State: Morgantown, WV Role: Teacher</p>	<p>cooperating teacher course-undefinedrnrnCooperating teacher/cooperating educator used interchangeablyrnrnHuge concern with Masters level education content educator- does this mean that “all “cooperating teachers must have a Master’s Degree in their content field?</p>	<p>A/C</p>	<p>Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator.</p>
<p>2019-02-10 23:30:54</p>	<p>Name: Heather Yoho Organization: Title: City/State: , Role: Teacher</p>	<p>cooperating teacher course-undefinedrnrnCooperating teacher/cooperating educator used interchangeablyrnrnDo all cooperating teachers have to have a Master’s Degree in their content field?</p>	<p>A/C</p>	<p>Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator.</p>
<p>2019-02-11 00:53:38</p>	<p>Name: Julie Reneau Organization: Fairmont State University Title: Associate Professor City/State: Fairmont, WV Role: Higher Educator</p>	<p>I have significant concerns with the potential unintended consequences of the changes described in this policy. These concerns start with the definition of masters-level content educator as listed in the definition for Year-Long Residency (5.29). Does this mean that all cooperating teachers must have a master’s degree in their content area? While we always strive to place our student teachers with skilled and experienced educators, universities are limited by the shortage of highly qualified teachers in our state. This leads to challenges with implementing this policy if it were approved as written. It would be very difficult to identify specific schools with teachers who have master’s degrees in high need areas such as math and special education with five years of teaching experience. For example, this semester the PDS Office at Fairmont State University placed two special education student teachers at the graduate</p>	<p>A/C</p>	<p>Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator. Proposed year-long residency model would allow sufficient flexibility to accommodate on the job experiences.</p>

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		<p>level and six special education student teachers at the un! dergraduate level. It was difficult to identify qualified host teachers because many schools in our local area rely on RESA substitutes or individuals hired on permit due to shortages in special education. It is likely that not all of these host teachers would meet the criteria for masters-level content educators if a master’s degree is required. The number of possible masters-level content educators that would be willing to host student teachers could be reduced even further by the required trainings and responsibilities defined under “Year-Long Residency”. Special educators, often overwhelmed by the responsibilities for students and paperwork, may not be willing to undertake the additional co-teaching demands outlined in the year-long residency model. Furthermore, many of the individuals hired as RESA substitutes or on permit are currently enrolled in graduate programs at Fairmont State and other institutions in the state. How would they be incorporated into this year-! long residency model? Would they be allowed to complete the st! udent te aching experience in their current positions?</p>		
<p>2019-02-11 00:59:11</p>	<p>Name: Pam Pittman Organization: Fairmont State University Title: Assistant Professor</p>	<p>I have significant concerns with the potential unintended consequences of the changes described in this policy. These concerns start with the definition of masters-level content educator as listed in the definition for Year-Long Residency (5.29). Does this mean that all cooperating teachers must have a master’s degree in their content area?</p>	<p>A/C</p>	<p>Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator.</p>

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	<p>City/State: Fairmont, WV Role: Higher Educator</p>	<p>While we always strive to place our student teachers with skilled and experienced educators, universities are limited by the shortage of highly qualified teachers in our state. This leads to challenges with implementing this policy if it were approved as written. It would be very difficult to identify specific schools with teachers who have master's degrees in high need areas such as math and special education with five years of teaching experience. For example, this semester the PDS Office at Fairmont State University placed two special education student teachers at the graduate level and six special education student teachers at the undergraduate level. It was difficult to identify qualified host teachers because many schools in our local area rely on RESA substitutes or individuals hired on permit due to shortages in special education. It is likely that not all of these host teachers would meet the criteria for masters-level content educators if a master's degree is required. The number of possible masters-level content educators that would be willing to host student teachers could be reduced even further by the required trainings and responsibilities defined under "Year-Long Residency". Special educators, often overwhelmed by the responsibilities for students and paperwork, may not be willing to undertake the additional co-teaching demands outlined in the year-long residency model. Furthermore, many of the individuals hired as RESA substitutes or on permit are currently enrolled in graduate programs at Fairmont State</p>		
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		and other institutions in the state. How would they be incorporated into this year-long residency model? Would they be allowed to complete the student teaching experience in their current positions?		
2019-02-11 08:00:39	Name: MeriBeth Underwood Organization: Woodrow Wilson High School Title: AP Language & Comp Instructor City/State: Beckley, WV Role: Teacher	126-114-5 Definitions Comments: cooperating teacher course- undefined Cooperating teacher/cooperating educator used interchangeably I have a Huge concern with Masters level education content educator-does this mean that "all" cooperating teachers must have a Master's Degree in their content field or just in education -- For example I have a Master's Degree in Secondary Education with a Behavioral Science Cognate -- but I do not have a Masters in English	A/C	Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator.
2019-02-11 08:30:34	Name: Jamie Dalton Organization: Woodrow Wilson High School Title: Teacher City/State: Beckley, WV Role: Teacher	Cooperating teacher course- undefined Cooperating teacher/cooperating educator used interchangeably Huge concern with Masters level education content educator-does this mean that "all" cooperating teachers must have a Master's Degree in their content field?	A/C	Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator.
2019-02-11 09:27:47	Name: Cynthia Dalton Organization: New River CTC Title: Student Program Advisor City/State: Beaver, WV Role: Higher Educator	Cooperating teacher course - undefined. Cooperating teacher/cooperating educator used interchangeably. Huge concern with Masters level education content educator-does this mean that "all" cooperating teachers must have a Master's Degree in their content field?	A/C	Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator.

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2019-02-11 11:02:23	Name: Penny Fisher Organization: Putnam County Schools Title: Assistant Superintendent for Personnel City/State: Winfield, WV Role: Superintendent	Does this mean that all cooperating teachers must have a Master's in the content field? It may be difficult to place student teachers if that's the case.	A/C	Comment was accepted and resulted in changes to the proposed policy. Language was revised to clarify master educator.
2019-02-11 12:55:40	Name: Debbie Smith Organization: Cabell County Schools Title: Manager of Professional Personnel City/State: Huntington, WV Role: Other	Keep one unified term- either cooperating teacher or cooperating educator rnrnAre all "host" teachers in the schools required to have a Masters level education if receiving cooperating teacher/educator- This is mentioned in one section of the policy- but not other	A/C	Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator.
2019-02-11 15:52:17	Name: Sandra DeVault Organization: Monongalia County Schools Title: Mrs. City/State: Morgantown, WV Role: Other	cooperating teacher course- undefinedrn Cooperating teacher/cooperating educator used interchangeablyrn Huge concern with Masters level education content educator-does this mean that "all "cooperating teachers must have a Master's Degree in their content field?	A/C	Comment was accepted and resulted in changes to the proposed policy. Policy requires a WVBE approved course. Policy does not define a specific course. Language was revised to clarify master educator.

§126-114-6 Professional Educator Preparation Program (EPP) Requirements: Teacher Clinical Partnerships

2019-01-18 14:16:37	Kristina Anderson Morgantown WV	I don agree the "mathematics" or any of the other listed subjects should be removed from 6.3.b.3.B (or proposed change to 6.6.b.3.B) as this is lowering the standards for our math teachers (and teachers of other subjects) in the state of WV.	N	Comment was not accepted. This content area is addressed in <u>6.3.6.6.b.3.C.3.</u>
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		In my own experience in teaching math. The teachers who did not major in mathematics did not have the same level of mathematical understanding as those that did major in math. We need to keep this standard high where it is. We all know these "equivalent" number of credit hours of subject area content coursework will be easier than the courses required for a major in math.		
2019-01-24 12:15:34	Barbara Korn Assistant Professor in Education West Virginia State University Institute WV	Within Tier I of the Professional Development Schools information, I would like to comment on the statement of "majority of pre-service teachers coursework is taught on site". This will be very difficult for higher education faculty to accomplish due to their class loads, limited faculty, as well as limited classroom space and limited parking at the partner schools. I feel this statement needs to be eliminated from the policy.	N	Comment was not accepted. Policy proposed allows for flexibility.
2019-01-25 10:09:00	Dr. John E. Stallings, Jr., Ed.D. Director, WVU Five-Year Teacher Education Program	<ol style="list-style-type: none"> 1. Item 6.3. – Components. (<i>Sentence 3, line two</i>) – Requires a “d” to be added to the word <i>structure</i> . . . “Clinical experiences are structured to have . . .” 2. Item 6.6.b.4 – How will this impact the availability and or use of <i>Adjunct Instructors</i>? This limitation holds potential for become problematic if/when the only available Adjunct Instructor option for delivering instruction at the IHE is through an individual who has earned only a Bachelor’s degree in the subject of need. 3. Item 6.6.g - Appears to be a duplication of <i>Item 10.d.4. ?</i> 	A/C	Comment was accepted and resulted in changes to the proposed policy. Comment was accepted and resulted in changes to the proposed policy.
			N	Comment not accepted. Policy allows for flexibility.
			N	Comment not accepted. Item is not duplicated in area listed.

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		<p>4. Item 6.7.b.1. – Professional Knowledge Assessment and Proficiency Levels. “Principles of Learning and Teaching” is incorrectly referenced as PRAXIS 2. Should instead be listed as PRAXIS<u>3</u></p> <p>5. All/Each of the three items 6.7.b.3, 6.7.b.4, and 6.7.b.4 - Should be referenced in <i>Definitions</i> section 5 under Item 5.17. for the purpose of enhancing clarification between the two categories (“Field” and “Clinical”) based experiences/placements. (This may prompt the renaming/renumbering of the items in question.)</p>	A/C	Comment was accepted and resulted in changes to the proposed policy.
			A/C	Comment was accepted and resulted in changes to the proposed policy.
2019-01-27 13:34:17	Name: Audra Slocum Organization: West Virginia University Title: Assistant Professor of English Education City/State: Morgantown, WV Role: Higher Educator	Page 9 - Experimental or experiential? rnCompetitive annual grants are problematic for designing sustained programs. How can we build a program not knowing if funds are available year to year? No, thanks. Co-Teaching model is great, however, it is extremely intensive for cooperating teacher. Where is their compensation for the extra time? We have a large program (Sixty-five students in a single elementary cohort), and we cannot find the quantity of high quality placements with interested teachers in our region.	A/C	Comment was accepted and resulted in changes to the proposed policy. Section on experimental or experiential comment was accepted and resulted in changes to the proposed policy. Other statements within the comment were not applicable to proposed changes in Policy 5100.
2019-01-29 09:09:33	Name: Ashley Martucci Organization: West Virginia University	-concern for unequitable treatment of all WV IHE students...some have PLT option, others notrn-concern for state control of IHE programs (requiring items for program completion) rn-concern for unfunded mandate of co-teachingrn-		

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	Title: Service Assistant Professor City/State: Morgantown, WV Role: Higher Educator	concern for lack of support for co-teachingrn-concern that this will push away mentor teachers		
2019-01-29 11:08:35	Name: Dr. Ray Singleton Organization: University of Charleston Title: Dept. Chair, Education City/State: Charleston, WV Role: Higher Educator	I have concerns about the lack of specifics regarding the year-long clinical residency option scheduled for 7/1/21. While I agree the year-long experience would be very beneficial to teacher candidates, it will very difficult to integrate it into a traditional four-year undergrad program. Doing so would require major program revisions in order to accommodate students' course scheduling needs.	N	Comment is not accepted. Proposed revisions will required program revisions with built in flexibility.
2019-02-03 21:09:38	Name: Jo Pennington Organization: Ohio Valley University Title: Dean, College of Education City/State: Vienna, WV Role: Higher Educator	6.3.a.4 "Professional learning activities for the EPP and the school(s)..." and 6.3.b.2 "EPPs shall outline services they may provide..."rnOur Letters of Agreement with our partnering school districts have not specified these professional development activities and services in the past. These develop over the course of time. While we can include our intent to provide PD to the partnering schools, we cannot be specific in the Letters of Agreement. I request/urge that this section of Policy 5100 allow the Letters of Agreement to include commitment to collaborate on PD for both entities without listing specific activities.rn6.3.b.3 "...onsite meetings and/or instruction...methods courses and collaboration..." WV EPPs place students in all certification programs across schools and regions because it is impossible to place all of them in one school in a given semester. We cannot teach	N	Comment is not accepted. The policy allows for flexibility of how these requirements are met.

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		<p>multiple sections of professional education courses across the schools. We need this section of !</p> <p>Policy 5100 to allow creative design of professional education courses without REQUIRING that methods courses be taught in the schools.</p> <p>Example: Field experience is completed in the schools and selected cooperating teachers meet with the IHE students and supervisor/EPP instructor to provide theoretical and practical instruction, debriefing, guidance, assessment, encouragement, etc. If a methods course is offered in a school, it takes place SEPARATE from the P-12 students. Whether it takes place IN the school or in another location is just geography. The point is that the IHE students and supervisor and the P-12 cooperating teachers collaborate in professional development that benefits all and is applied in the P-12 classrooms. No matter what location is used for the actual methods instruction, the EPP and school(s) will need to communicate fully and assess the learning and applications, using face-to-face meetings, online exchanges and resource repositories, and new assessment tools.</p> <p>6.7.b.3 Field Experience: With a new requirement !</p> <p>for two semesters of clinical experience, I urge you to reconsider requiring a minimum of 125 clock hours in field experience. It is good to have field-based structure but this has to be do-able. OVU's structure for Clinical 1 includes 16 credit hours in coursework with at least four days each week in the P-12 schools. Other professional education courses before that need to require current</p>		
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		numbers of clock hours in field experience. It will be difficult to get to 125 hours without increases in field experience hours in the pre-clinical courses.		
2019-02-04 14:44:24	Name: Michael Tilley Organization: West Virginia University Title: Clinical Instructor City/State: Morgantown, WV Role: Higher Educator	6.4.6.7.b.3: Nightmarish lack of clarity; unclear antecedents and/or misplaced prepositional phrases. 6.7.b.2: Need equitable treatment across IHEs with guidelines sensible. 6.3: Co-teaching, while itself great, is NOT what is commonly done by teachers-of-record, so why require MORE co-teaching clinical experience that is LESS useful than the current model? This is backward!	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices.
2019-02-07 00:08:51	Name: Cathie Metheny Organization: Title: City/State: Fairmont, West Virginia Role: Teacher	My comments are centered around the requirements to host a student teacher. The cooperating teacher course that is face to face is very effective. I have personally trained almost all the teachers in Marion County. However there is also an online module which many teacher have found a way to do in 40 minutes. The module has 6 components and was originally thought it would take teacher 6 hours to complete. I know people will always find an easy way out but this is at the expense of assisting and supervising future teachers.	N	Comment not accepted it is not applicable to proposed changes.
2019-02-07 12:15:19	Name: David Lancaster Organization: West Virginia University at Parkersburg Title: Chair of Education City/State: Parkersburg, West Virginia Role: Higher Educator	126-114-6 Professional Educator Preparation Program (EPP) Requirements: Teacher Clinical Partnerships 6.3.b.3 "...onsite meetings and/or instruction...methods courses and collaboration..." We currently have tutoring work, reading diagnostic reports, classroom management, and field observations completed in the schools under direct supervision between the EPP and the partnership schools. However, during the teaching process of methods needs to occur in a developmental setting for the teacher candidates.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices.

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		Whether it takes place in the school or in another location should not be the concern. Our goal is the development of future teachers where all stake holders are involved in collaboration. This team consists of the students, teacher candidates, supervisor, and the P-12 cooperating teachers.		
2019-02-07 12:27:09	Name: Kathy J Hawks Organization: Concord University Title: City/State: Princeton, WV Role: Higher Educator	6.3.b.3 "...onsite meetings and/or instruction...methods courses and collaboration..." I am suggesting changes in Policy 5100 language that will give flexibility in how we collaborate with our partner districts/schools in offering our methods courses and professional development. With our students in multiple schools and with a number of our schools housing fewer than 10 classroom teachers, it will be very difficult to implement this part of the policy. Concord has been working diligently the past few years on establishing a yearlong residency, and we have made good progress. As a matter of fact, we have accomplished this goal with our elementary candidates, and are very close with our secondary candidates. We have a system in place whereby our candidates receive quality instruction in the methods courses, and still have lengthy opportunities to implement the strategies in the public school. In the first semester of their yearlong residency, our candidates spend the first ! three weeks taking methods courses on campus. Since our candidates are taking only methods courses during this time, we have the flexibility of having them all day, every day (if needed). Then, they spend the next four weeks in their placement in the public schools, all day, every day. This allows	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.

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		<p>extended and continuous time for teaching. After that, they are back on campus for three more weeks of instruction in methods courses and collaboration. Then, back in the public schools for four more weeks. Finally, they wrap up the semester on campus the last three weeks. This format works beautifully for our students and our schools. It allows flexibility for using the most effective teachers in a variety of schools, continuous time in the classroom for our students to implement best practices, and opportunities to receive feedback from both public school teachers and university instructors. The candidate receives ample time to teach and learn. We have worked hard to establish t!</p> <p>his system, and it is working. I strongly urge you to reconsider this section of the policy and amend it so that universities may create their own schedule for methods courses... one which meets the needs of their candidates, public schools, and universities.</p>		
2019-02-07 14:31:33	<p>Name: Joy Gaines Organization: Fairmont State University Title: adjunct instructor City/State: Fairmont, WV Role: Higher Educator</p>	<p>Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members?rnnnCoteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. – who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies?</p>	N	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p>

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		<p>Concern for potential host (cooperating) teachers with additional requirements and expectations PDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste system for placement schools-leaving small rural schools out-schools who have a vested interest in "growing their own" Tier I. "experimental" should read "experiential" The majority of coursework is taught onsite- earlier; this indicated the university student's methods courses- is there extra space at public schools and does teaching onsite make a difference in "what" is being taught? How does changing the context of their learning improve their knowledge of the skills? Again liability and limiting schools who will work with the universities Tier III. Is allotted no funding, so why is there a tier where there is no funding support?</p>		
<p>2019-02-07 14:44:04</p>	<p>Name: Diane Burnside Organization: Fairmont State University Title: Retired Administrator/FSU Liaison City/State: Fairmont, West Virginia Role: Higher Educator</p>	<p>I don't feel it is feasible for higher ed faculty to collaboratively teach methods course at the K-12 schools. As a former administrator this would cause a safety issue and conflicting schedules with other professional development/activities in the schools. There needs to be more clarity on becoming a Clinical PDS.</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p>

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<p>2019-02-07 14:51:35</p>	<p>Name: Jenny L. Santilli Organization: Harrison County Schools & FSU Title: teacher/adjunct professor City/State: Bridgeport/Fairmont, WV Role: Teacher</p>	<p>1. Having higher education faculty teach methods courses in the K12 building is problematic. - Will they have access to technology? - Will they need to have background checks as other K12 employees do? - Do the schools have the space to hold the classes? - Does research support that this is a more effective model? - Will "visiting" professors be covered by the K12 schools or the universities? 2. The "co-teaching model" is not clearly delineated. - How will this be disseminated throughout the state? - Is the state department of education the responsible party? - Is the university teacher preparation program the responsible party? - Is there a process and money for ongoing professional development opportunities so all involved can learn effective co-teaching strategies? 3. Will our mentors (cooperating/host teachers) now face additional requirements and expectations beyond what is already in place? 4. It makes no sense to weaken an already strong program of multiple Professional Development Schools with in a collaborative. - "Clinical PDSs" will mean the reduction of PDSs participating in the collaborative. - Smaller, rural schools will be at a disadvantage, harming some of our most vulnerable students. 5. In Tier I, "experimental" should read "experiential." 6. In Tier III, why is there no funding? Again, if you don't have a source of funding, it should not exist.</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p>
<p>2019-02-07 15:02:41</p>	<p>Name: Barbara Owens</p>	<p>--Clinical PDSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder</p>

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	<p>Organization: Fairmont State University Title: Director/PDS Partnership, Clinical Placements City/State: Fairmont, WV Role: Higher Educator</p>	<p>system for placement schools-leaving small rural schools out-schools who have a vested interest in “growing their own” --Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members? --Coteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. --who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies? --Concern for potential host (cooperating) teachers with additional requirements and expectations --Tier I. “experimental” should read “experiential” --coursework is taught onsite- earlier, this indicated the univers! ity student’s methods courses- is there extra space at public schools and does teaching onsite make a difference in “what” is being taught? How does changing the context of their learning improve their knowledge of the skills? Again liability and limiting schools who will work with the universities --Tier III. Is allotted no funding, so why is there a tier where there is no funding support?</p>		<p>groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided.</p>
<p>2019-02-07 15:32:43</p>	<p>Name: Pamela Gallaher Organization: Taylor County Board of Education Title: Assistant Superintendent</p>	<p>What is the feasibility of using public schools for higher education to collaboratively teach methods courses at the K-12 school? Are their liability issues? How would the background check process work? -- There is no language in the bill as to how the co-teaching model will be disseminated throughout the state from the WVDE. What</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p>

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	<p>City/State: Grafton, WV Role: Professional Support</p>	<p>ongoing professional learning will be available for all to learn effective co-teaching strategies? Concern for the additional requirements for the cooperating teachers. The Professional Development Schools are being altered from their current status and becoming more of a clinical model. This will limit the number of schools that can work with student teachers. This may mean Taylor County may never see another student teacher because of location and will lose the ability to "grow our own" teachers. It is difficult to imagine how the majority of coursework can be taught onsite. Many public schools will not have the space to allow this to happen. Does teaching onsite make a difference in what is being taught? How will this improve their learning of the skills?</p>		<p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided.</p>
<p>2019-02-07 15:57:03</p>	<p>Name: Steve Wotring Organization: Preston County Schools Title: Superintendent City/State: Kingwood, WV Role: Superintendent</p>	<p>There are many questions here. Higher education faculty is to collaboratively teach methods courses at the K-12 schools. Are cooperating teachers going to be required to collaboratively teach these courses? How and when do these courses take place? Do we need background checks for these individuals? There is no language in this policy regarding how the coteaching model will be coordinated throughout the state from the state department. Who will be the responsible party for this? What ongoing professional learning will be available for all to learn effecting coteaching strategies? I have a concern regarding the many additional responsibilities placed upon cooperating teachers. This policy also limits the number of</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided.</p>

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		<p>schools that will be used to work with student teachers. There is little clarity to this section. I feel this will create a caste system for placement schools - leaving small rural schools out. Where will my county fit into this plan? I rely on the placement of student teachers in our system to help grow our system.</p> <p>Tier I - "experimental" should read "experiential".</p> <p>The majority of coursework is taught onsite. Does this refer to the methods courses? Is there a change in what will be taught? How will this change the context of their learning to improve their knowledge of the skills? Again, this limits the schools who can work with their universities.</p> <p>There is no funding allotted to Tier III. Why?</p>		
<p>2019-02-08 14:49:39</p>	<p>Name: Dr. Budd Sapp Organization: Fairmont State University Title: Professor City/State: FAIRMONT, WV Role: Higher Educator</p>	<p>Comments: Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members?</p> <p>Coteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. –who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies?</p> <p>Concern for potential host (cooperating) teachers with additional requirements and expectations</p> <p>PDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste system for placement schools-leaving small rural</p>	N	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided.</p>

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2019-02-08 16:40:54	Name: Dr. Erin Brumbaugh Organization: Alderson Broaddus University Title: Interim Dean, College of Education and Music City/State: Philippi, WV Role: Higher Educator	6.7.b.2 - We would propose that the WVTPA be allowed to be used in lieu of the PLT as currently is the EdTPA and the PPAT. The state is working to provide norming and reliability to this instrument, even though it is not nationally normed. We selected this instrument over the EdTPA and the PPAT due to cost concerns for our students. Requiring them to take the PLT on top of the WVTPA seems repetitive and punitive.	N	Comment not accepted. The state conducted a study with the TPA instruments. Results supported the availability of choice of instruments. Assessments used for licensure options must be nationally normed to ensure reliability, validity, equity, and portability of license for all applicants.
2019-02-08 16:49:15	Name: Ryan Saxe Organization: Cabell County Schools Title: Superintendent City/State: Huntington, West Virginia Role: Superintendent	Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members? Coteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. – who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies?	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. The proposed tier system does not prevent schools from hosting candidates/residents.

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		<p>Concern for potential host (cooperating) teachers with additional requirements and expectations PDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste system for placement schools-leaving small rural schools out-schools who have a vested interest in “growing their own” Tier I. “experimental” should read “experiential” The majority of ! coursework is taught onsite- earlier, this indicated the university student’s methods courses- is there extra space at public schools and does teaching onsite make a difference in “what” is being taught? How does changing the context of their learning improve their knowledge of the skills? Again liability and limiting schools who will work with the universities Tier III. Is allotted no funding, so why is there a tier where there is no funding support?</p>		<p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided.</p>
<p>2019-02-09 19:28:36</p>	<p>Name: Keisha Kibler Organization: Fairmont State University Title: Assistant Professor City/State: Fairmont, WV Role: Higher Educator</p>	<p>Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members? Coteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. – who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies? Concern for potential host (cooperating) teachers with additional requirements and expectations Tier I. “experimental” should read</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on</p>

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		<p>“experiential” The majority of coursework is taught onsite- earlier, this indicated the university student’s methods courses- is there extra space at public schools and does teaching onsite make a difference in “what” is being taught? How does changing the context of their learning improve their knowledge of the skills? Again liability and limiting schools who will</p> <p>It work with the universities Tier III. Is allotted no funding, so why is there a tier where there is no funding support? PDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste system for placement schools-leaving small rural schools out-schools who have a vested interest in “growing their own”</p>		<p>co-teaching. On-going technical assistance will be provided.</p>
<p>2019-02-09 20:00:38</p>	<p>Name: Dana Crudup Organization: MON county schools Title: Mrs City/State: Morgantown, WV Role: Teacher</p>	<p>There are some PreK classrooms in collaborative site. I am a certified teacher that works in a collaborative site but I am connected to an Elementary school. I am employed by the county. I am the only prek teacher in that situation. Also at my elementary school 2 of the prek classrooms are located at a different site outside the building but just like me those teachers are county employees. Currently we are not allowed to have student teachers. This puts out the persona that prek classrooms inside the school building are better than collaborative sites and the teachers in collaborative sites are not competent enough to have student teachers.</p>	<p>N</p>	<p>Comment not accepted. It is not applicable to proposed changes.</p>

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<p>2019-02-10 08:50:31</p>	<p>Name: Kristina Palumbo Organization: Mon county public schools Title: Teacher City/State: Morgantown, WV Role: Teacher</p>	<p>Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members? Coteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. – who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies? Concern for potential host (cooperating) teachers with additional requirements and expectations PDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste system for placement schools-leaving small rural schools out-schools who have a vested interest in “growing their own” Tier I. “experimental” should read “experiential” The majority of coursework is taught onsite- earlier, this indicated the university student’s methods courses- is there extra space at public schools and does teaching onsite make a difference in “what” is being taught? How does changing the context of their learning improve their knowledge of the skills? Again liability and limiting schools who will work with the universities Tier III. Is allotted no funding, so why is there a tier where there is no funding support?</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided.</p>
<p>2019-02-10 09:03:48</p>	<p>Name: Sharon Petite</p>	<p>Feasibility/acceptability of public schools for higher education faculty to collaboratively teach methods course at the K-12 school - liability issues? Assess to</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder</p>

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	<p>Organization: Monongalia County Schools Title: Principal City/State: Morgantown, WV Role: Principal</p>	<p>technology? Background checks for higher education faculty members? Co-teaching model: No language in the bill about how this will be disseminated throughout the state from the State Dept. of Ed. Who will be responsible for this? What ongoing professional learning will be available for all to learn effective co-teaching strategies? Concern for potential host/cooperating teachers with additional requirements and expectations. PDS being altered from their current status and becoming Clinical PDS's limiting the number of school that will be used to work with student teachers. There is no clarity to this section and could potentially create a "caste" system for placement school, leaving small, rural schools out of the picture, schools who have a vested interest in cultivating and growing their own. Tier I - experiential, not "experimental" The majority of coursework is taught onsite. Earlier this indicated that the university student's methods courses. Is there space at public schools and does teaching onsite make a difference in "what" is being taught? How does changing the context of their learning improve their knowledge of skills? Liability and limiting schools is, again, a concern. Tier III - no funding so why is their a tier?</p>		<p>groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided.</p>
<p>2019-02-10 10:33:23</p>	<p>Name: Sharon Smith Organization: Fairmont State University Title: Interim Dept. Chair and Professor of Education</p>	<p>6.3.b.3 - Implementation of the model outlined in the policy would be significantly problematic. First, is the feasibility and acceptability of public schools and IHE faculty to collaboratively teach methods courses at the K-12 school sites (i.e. the number of teacher candidates spread over multiple schools, room availability, travel time and travel</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p>

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	<p>City/State: Fairmont, WV Role: Higher Educator</p>	<p>reimbursement for IHE faculty who must teach other courses, liability issues, meeting program requirements, as well as privileging schools who are geographically close to an IHE, are just a few issues). PDSs altered from their current status and becoming Clinical PDSs limits the number of schools available to student teachers- this section needs more clarity. Creating different types of PDS sites will essentially create a caste system for placement schools-leaving small rural schools out-schools who have a vested interest in recruiting and retaining qualified teachers who want to live and work in that community. Second, since ! participation is not mandatory, teachers and schools may not choose to participate. It is already difficult to recruit cooperating teachers with the requirements of five years of experience, mentor teacher training, now a Masters degree in a content area and co-teacher training and only limited compensation, many will not choose to mentor a teacher candidate for a year. Third, how will the co-teaching model be implemented? rn6.3.c.1 Tier I subsection 1) "experimental" should read "experiential." The statement "The majority of the preservice teacher's coursework is taught onsite," is too broad and encompassing implying the majority of a preservice teacher's 4-year degree should be taught in the public school, not at the IHE. Experiential learning is beneficial; however, mandating a sweeping change of how education is to be conducted is a recipe for failure. A few pilot programs should be tried first, here in WV, to identify potential unintended consequences, and ways to a!</p>		<p>The proposed tier system does not prevent schools from hosting candidates/residents.</p>
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		<p>void them. After working through some of the inevitable issues!</p> <p>, other IHEs and county Boards of Education would have a better chance of succeeding.rnTier III should also be funded or eliminated. If the intent of the policy is to only "reward" Tiers I and II, and disadvantage Tier III sites, then perhaps Tier III should not be an option. Year-long Residency - this model was created to address the recruitment and retention challenges leading to teacher shortages especially in urban and rural school districts, where low salaries and poor working conditions contribute to the difficulties. While teacher residency programs may vary, research by Darling-Hammond and others agree they have a few key common characteristics - The careful recruitment and selection of residents and mentor teachers within a context of a strong partnership between a district and university; A tightly integrated curriculum based in a year-long clinical placement in classrooms and schools that model strong practice; Adequate financial assistance for candidates, and rnmentor!</p> <p>ing supports as candidates take on classrooms and move into their second and third years of teaching. Neglecting any one of the elements of the residency model could jeopardize the success of the model. If this is the recommendation by the creators of the residency model, how will WV provide adequate financial assistance for candidates and mentoring supports for years two and three of their teaching careers? Most residency programs are post-baccalaureate and</p>		
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		<p>expensive, and while the data does show residency candidates stay in teaching longer, the data is inconclusive regarding increased student achievement. “Residency programs aren’t cheap. According to NCTR (National Center for Teacher Residencies), the average cost to prepare a resident is about \$50,000...”(Education Writers Association, July 6, 2018)</p> <p>In Louisiana, teacher candidates receive \$2000 per year; mentors receive \$1000 for the year. Their residency model began with 17 teacher candidates in two school districts and \$2 million in grant funding.</p> <p>The second year involved 41 6 teacher candidates in five districts and \$2.2 million in grant funding. The overall cost for 3 years of implementation will be \$7.5 million. Is this fiscally feasible in WV?</p>		
<p>2019-02-10 14:02:08</p>	<p>Name: Kimberly Greene Organization: University High School Title: Principal City/State: Morgantown, WV Role: Principal</p>	<p>Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members?</p> <p>Coteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. – who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies?</p> <p>Concern for potential host (cooperating) teachers with additional requirements and expectations</p> <p>PDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided</p>

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<p>2019-02-10 18:26:38</p>	<p>Name: Kimberly Palumbo Organization: Menus Plus Title: Owner City/State: Morgantown, WV Role: Parent-Family</p>	<p>Comments: Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members?rnrnCoteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. –who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies? rnrnConcern for potential host (cooperating) teachers with additional requirements and expectationsrnrnPDSSs being altered from their current status and becoming Clinical PDSSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste system for placement schools-leaving small rural</p>	N	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided</p>

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<p>2019-02-10 22:25:22</p>	<p>Name: Kelsey Sprowls Organization: Monongalia County Schools Title: Teacher City/State: Morgantown, WV Role: Teacher</p>	<p>Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members? Coteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. – who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies? Concern for potential host (cooperating) teachers with additional requirements and expectations PDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste system for placement schools-leaving small rural schools out-schools who have a vested interest in “growing their own” Tier I. “experimental” should read “experiential” The majority of coursework is taught onsite- earlier, this indicated the university student’s methods courses- is there extra space at public schools and does teaching onsite make a difference in “what” is being taught? How does changing the context of their learning improve their knowledge of the skills? Again liability and limiting schools who will work with the universities Tier III. Is allotted no funding, so why is there a tier where there is no funding support?</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided</p>

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<p>2019-02-10 23:30:54</p>	<p>Name: Heather Yoho Organization: Title: City/State: , Role: Teacher</p>	<p>Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members?rnrnCoteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. Who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies?rnrnConcern for potential host (cooperating) teachers with additional requirements and expectationsrnrnPDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will be used to work with student teachers. There is no clarity to this section. This will create a caste system for placement schools-leaving small rural schools out - schools who are invested in “growing their own”.rnrnTier I. “experimental” should read “experiential”rnrnThe majority of co! ursework is taught onsite- earlier, this indicated the university student’s methods courses- is there extra space at public schools and does teaching</p>	N	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided</p>

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		onsite make a difference in “what” is being taught? How does changing the context of their learning improve their knowledge of the skills? Again liability and limiting schools who will work with the universities.rnrnTier III. Is allotted no funding, so why is there a tier where there is no funding support?		
2019-02-11 00:59:11	Name: Pam Pittman Organization: Fairmont State University Title: Assistant Professor City/State: Fairmont, WV Role: Higher Educator	As a former teacher from a small, rural county, I am extremely concerned about the potential for the proposed changes to alter the PDS model and limit the number of schools that can work with student teachers. Under the proposed changes, it would be impossible to conduct methods courses in my county or have student teachers in the schools because the distance from the university would not be feasible for our students. Under the current PDS structure, my county is part of the PDS network, and student teachers who attend Fairmont State can choose to student teach in the county. They are often hired immediately after they complete their degrees. The county benefits from the PDS relationship, and the university benefits from its connection to the rural county. For example, university liaisons have worked with the teachers in several counties to write grants funded through the Fairmont State PDS Office. The teachers benefited from the support, the university professors developed ! a stronger understanding of the local context and implications for instruction of pre-service teachers, and the pre-service teachers benefited from the connections between their methods classes and the schools. If the policy is approved as written,	N	Comment not accepted. The proposed changes to PDS do not impact the number of schools that can host candidates/residents. The flexibility by which the models could be done would allow for a variation of implementation models suitable for each partnership. Co-teaching training (train the trainer) was provided to all EPPs in the fall 2018. Additional guidance and resources will be available if these are adopted and prior to implementation.

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		<p>only a limited number of clinical PDS schools that are within a geographic region close to campus could be part of this process. We will be reducing access and severely limiting collaboration with schools that often have limited resources and outside support. How can we do this to our rural counties in West Virginia?</p> <p>In addition to the concerns listed above, there are several items that should be addressed by collaborative teams of teachers, faculty and administrators from the public schools, and university partners prior to inclusion in policy. For example, there is no language in the bill about how information and training on the co-teaching model will be disseminated throughout the state. Who will be responsible for this training? What ongoing professional learning will be available for all to learn effective co-teaching strategies?</p> <p>While teaching the methods courses in the public school setting could enhance student understanding of how to apply the methods in context, there are a number of factors that should be considered before including this in policy. For example, it is not clear if there might be implications for liability or access to technology. Would background checks be required for methods faculty? What limitations would be placed due to confidentiality or liability issues? It is unclear what the role will be for the PDS in the partnership and host teachers. Will the master teachers have additional responsibilities for collaborating and co-teaching during the methods classes and student teaching? How many teachers</p>		
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		would be willing to take on these additional responsibilities given the demands of their teaching positions? Is there space for method teachers and time for instruction in the local schools? These concerns should be addressed through collaborative planning between public schools and universities prior to inclusion in policy.		
2019-02-11 08:30:34	Name: Jamie Dalton Organization: Woodrow Wilson High School Title: Teacher City/State: Beckley, WV Role: Teacher	Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members? Co-teaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. – who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective co-teaching strategies? Concern for potential host (cooperating) teachers with additional requirements and expectations PDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste system for placement schools-leaving small rural schools out-schools who have a vested interest in “growing their own” Tier I. “experimental” should read “experiential” The majority of coursework is taught onsite- earlier, this indicated the university student’s methods courses- is there extra space at public schools and does teaching onsite make a difference in “what” is being taught? How does changing the context of their learning improve their knowledge of the	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. The proposed tier system does not prevent schools from hosting candidates/residents. A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided

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		skills? Again liability and limiting schools who will work with the universities.rnrnTier III. Is allotted no funding, so why is there a tier where there is no funding support?		
2019-02-11 09:27:47	Name: Cynthia Dalton Organization: New River CTC Title: Student Program Advisor City/State: Beaver, WV Role: Higher Educator	Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school liability issues? Access to technology? Background checks for higher ed faculty members? Co-teaching model - no language in bill about how this will be disseminated throughout the state from the state Department of Education - who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective co-teaching strategies? Concern for potential host (cooperating) teachers with additional requirements and expectations. PDS's being altered from their current status and becoming Clinical PDS's-limits the number of schools that will be used to work with student teachers-there is no clarity to this section. This will create a caste system for placement schools-leaving small rural schools out-schools who have a vested interest in "growing their own". Tier 1. "experimental" should read "experiential" The majority of coursework is taught onsite - earlier, this indicated the university student's methods courses - is there extra space at public schools and does teaching onsite make a difference in "what" is being taught? How does changing the context of their learning improve their knowledge of the skills? Again liability and limiting schools who will work with the universities. Tier III. Is allotted no	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. The proposed tier system does not prevent schools from hosting candidates/residents. A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided

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		funding, so why is there a tier where there is no funding support?		
2019-02-11 11:02:23	Name: Penny Fisher Organization: Putnam County Schools Title: Assistant Superintendent for Personnel City/State: Winfield, WV Role: Superintendent	Will higher ed faculty members be required to have background checks before providing support in public schools? Who will be responsible for a co-teaching model? Will this limit the number of schools available for clinical placements? How does this affect the local district?	N	Comment not accepted. Comments are questions about Policy 5100 with no proposed changes.
2019-02-11 12:55:40	Name: Debbie Smith Organization: Cabell County Schools Title: Manager of Professional Personnel City/State: Huntington, WV Role: Other	Concerns with this entire section of added requirements and what the mandates will mean to counties: EPP/s will have access to our schools- and specifically reads “the county board of education or school SHALL provide access to appropriate placement sites; SHALL include EPP faculty/staff in professional learning opportunities.” The language also lists TIER levels for school clinicals. At Tier 1, the preservice teacher’s coursework is taught onsite at those schools from the WVBE that are listed as focus/priority. Tiers 2 and 3 list the preservice teacher’s experience as a co-teaching model. It appears that our schools/teachers will be inundated with the EPP’s under these new requirements. Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members? Coteaching model- no language in bill about how this will be dis!	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. The proposed tier system does not prevent schools from hosting candidates/residents. A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided Experimental was corrected to read experiential.

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		<p>seminated throughout the state from the state dept. of ed. –who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies? Concern for potential host (cooperating) teachers with additional requirements and expectations PDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste system for placement schools-leaving small rural schools out-schools who have a vested interest in “growing their own” Tier I. “experimental” should read “experiential” The majority of coursework is taught onsite- earlier, this indicated the university student’s methods courses- is there extra space at public schools and does teaching onsite make a difference in “what” is being taught? How does changing the context of their learning improve their knowledge! of the skills? Again liability and limiting schools who will ! work with the universities Tier III. Is allotted no funding, so why is there a tier where there is no funding support?</p>		
<p>2019-02-11 15:52:17</p>	<p>Name: Sandra DeVault Organization: Monongalia County Schools Title: Mrs.</p>	<p>Feasibility/acceptability of public schools for higher ed faculty to collaboratively teach methods courses at the K-12 school- liability issues? Access to technology? Background checks for higher ed faculty members? Coteaching model- no language in bill about how this will be disseminated throughout the state from the state dept. of ed. –</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p>

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	City/State: Morgantown, WV Role: Other	<p>who will be the responsible party for this? What ongoing professional learning will be available for all to learn effective coteaching strategies?</p> <p>Concern for potential host (cooperating) teachers with additional requirements and expectations</p> <p>PDSs being altered from their current status and becoming Clinical PDSs-limits the number of schools that will be used to work with student teachers- there is no clarity to this section. This will create a caste system for placement schools-leaving small rural schools out-schools who have a vested interest in "growing their own"</p> <p>Tier I. "experimental" should read "experiential"</p> <p>The majority of ! coursework is taught onsite- earlier, this indicated the university student's methods courses- is there extra space at public schools and does teaching onsite make a difference in "what" is being taught? How does changing the context of their learning improve their knowledge of the skills? Again liability and limiting schools who will work with the universities</p> <p>Tier III. Is allotted no funding, so why is there a tier where there is no funding support?</p>		<p>The proposed tier system does not prevent schools from hosting candidates/residents.</p> <p>A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided</p>
§126-114-7. Alternative Preparation Program Requirements				
126-114-8 Teacher-In-Residence Program				
2019-01-24 14:08:00	Sandra M. Schwartz, Ph.D. Associate Director of the School of Music Director of Undergraduate Studies	<p>Hello,</p> <p>I am writing to offer comments regarding proposed changes to policy 5100.</p> <p>"8.2.b. Year-Long Residency. 8.2.b.1. Effective July 1, 2021, all EPPs with WVBE-approved programs of study leading to WV</p>	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.

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	<p>Coordinator of Music Education West Virginia University School of Music</p>	<p>educator licensure must include a year-long residency option as the final clinical experience as defined in 5.29 for candidates completing their programs."</p> <ul style="list-style-type: none"> • The WVU Music Education curriculum is 7 very full semesters of required coursework. A year-long residency would forcibly extend a student's time in college to be 4.5 years. This extension would significantly reduce the number of Music Education majors (financial constraints, entering the job market mid-year, etc.), and therefore music teachers entering the field. There is no way to reduce coursework to allow of this year-long residency, as that would compromise the quality of education students are receiving and also jeopardize our NASM (National Association of Schools of Music) accreditation. • A required year-long residency would be nearly impossible to arrange for the number of student teachers we have. Music student teachers intern for 7 weeks at the elementary level and 7 weeks at the secondary level, thereby requiring 2 placements (and 2 cooperating teachers). Those 2 cooperating teachers usually host our student teachers both in Fall and Spring semesters: 2 in the Fall and 2 in the Spring. One cooperating teacher, who currently hosts 4 student teachers per year (2 Fall/2 Spring) would be reduced to 1 student 		
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		<p>teacher for a year-long residency. Therefore, a year-long residency would increase the required number of cooperating teachers by 300%. This is simply an impossibility given the number of qualified cooperating teachers and placements available to us.</p> <ul style="list-style-type: none"> Appendix E General Education Specializations (page 76): National Standards are provided by National Association for Music Education (NAfME) - https://nafme.org/my-classroom/standards/core-music-standards/. Music Educators National Conference (MENC) changed its name to NAfME in 2011. 		
2019-01-25 10:09:00	Dr. John E. Stallings, Jr., Ed.D. Director, WVU Five-Year Teacher Education Program	1. Item 8.2.a.4. – Who pays the 65% salary ?	N	Comment not accepted. It is not applicable to proposed changes. (The district pays the 65% stipend.)
2019-01-27 13:34:17	Name: Audra Slocum Organization: West Virginia University Title: Assistant Professor of English Education City/State: Morgantown, WV Role: Higher Educator	Year long placements are extremely intensive, and are not best practice. Where is the additional funding guaranteed for the cooperating teacher? Where is their on-going professional development? How are these teachers selected? This is not logistically feasible for programs with high numbers: 65 elementary education students needing year-long residency??? NO. rnWe need to be careful that our pre-service teachers are	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.

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		apprenticed into progressive, best-practices, not traditional, textbook-driven instructional practices.		
2019-01-29 09:09:33	Name: Ashley Martucci Organization: West Virginia University Title: Service Assistant Professor City/State: Morgantown, WV Role: Higher Educator	-concern for logistics with large number of studentsrn-concern for requiring year long residency	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.
2019-02-04 14:44:24	Name: Michael Tilley Organization: West Virginia University Title: Clinical Instructor City/State: Morgantown, WV Role: Higher Educator	Still no clear reason behind year-long clinical requirement. Hugely difficult to place more pre-service teachers when fewer mentors are willing and available.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.
2019-02-07 14:31:33	Name: Joy Gaines Organization: Fairmont State University Title: adjunct instructor City/State: Fairmont, WV Role: Higher Educator	Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.

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2019-02-07 14:44:04	Name: Diane Burnside Organization: Fairmont State University Title: Retired Administrator/FSU Liaison City/State: Fairmont, West Virginia Role: Higher Educator	What is meant by Yearlong residency? We do not want to add more financial burden on the student to pay for additional semesters in their programs.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.
2019-02-07 14:51:35	Name: Jenny L. Santilli Organization: Harrison County Schools & FSU Title: teacher/adjunct professor City/State: Bridgeport/Fairmont, WV Role: Teacher	1. What are the exact parameters for a "year long residency"? - Is there room for flexibility in earning time in the classroom in multiple semesters? - How do pre-service teachers' summer breaks factor in this process? - Will pre-service teachers be allowed to student teach during the spring semester? - Have you considered the negative financial impact on pre-service teachers should they have to add more semesters to complete their degree?	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.
2019-02-07 15:02:41	Name: Barbara Owens Organization: Fairmont State University Title: Director/PDS Partnership, Clinical Placements City/State: Fairmont, WV Role: Higher Educator	Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.
2019-02-07 15:32:43	Name: Pamela Gallaher	What does yearlong residence mean? How would the summer break that most public school have in	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder

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	Organization: Taylor County Board of Education Title: Assistant Superintendent City/State: Grafton, WV Role: Professional Support	place work with student teaching. How would this affect the financial aid of the students?		groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.
2019-02-07 15:57:03	Name: Steve Wotring Organization: Preston County Schools Title: Superintendent City/State: Kingwood, WV Role: Superintendent	Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.
2019-02-08 14:49:39	Name: Dr. Budd Sapp Organization: Fairmont State University Title: Professor City/State: FAIRMONT, WV Role: Higher Educator	Comments: Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.
2019-02-08 16:40:54	Name: Dr. Erin Brumbaugh	8.2.b.1 - please see my comments above for 126-114-5 - 5.29	N	Comment not accepted. No specific comment for this section of Policy.

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	<p>Organization: Alderson Broaddus University Title: Interim Dean, College of Education and Music City/State: Philippi, WV Role: Higher Educator</p>			
2019-02-08 16:49:15	<p>Name: Ryan Saxe Organization: Cabell County Schools Title: Superintendent City/State: Huntington, West Virginia Role: Superintendent</p>	<p>Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.</p>	N	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>No additional semesters would be required.</p>
2019-02-09 19:28:36	<p>Name: Keisha Kibler Organization: Fairmont State University Title: Assistant Professor City/State: Fairmont, WV Role: Higher Educator</p>	<p>Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.</p>	N	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>No additional semesters would be required.</p>
2019-02-10 08:50:31	<p>Name: Kristina Palumbo Organization: Mon county public schools</p>	<p>Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that</p>	N	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The</p>

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	Title: Teacher City/State: Morgantown, WV Role: Teacher	work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.		policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.
2019-02-10 10:33:23	Name: Sharon Smith Organization: Fairmont State University Title: Interim Dept. Chair and Professor of Education City/State: Fairmont, WV Role: Higher Educator	8.2.b.1 With an effective date of July 1, 2021, IHEs would have a difficult time making all the necessary changes to offer a year-long residency option. This timeline affects candidates who are currently enrolled, who did so with the requirements outlined in their catalog. Changes as significant as these would require curriculum proposals, program revisions, and new marketing and recruitment materials - all of which take time to navigate the review boards. Trying the year-long residency at a few IHEs and schools as a pilot program, and gradually implementing parts of the policy over the course of four years would be much more reasonable and realistic. Given there is no mention of how funding will be acquired or expectations for the "competitive grants", the financial burden placed on prospective teacher candidates should also be considered when requiring a year-long residency.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. The proposed tier system does not prevent schools from hosting candidates/residents. A WVDE funded train the trainer session was provided to all West Virginia EPPs on co-teaching. On-going technical assistance will be provided.
2019-02-10 14:02:08	Name: Kimberly Greene Organization: University High School Title: Principal City/State: Morgantown, WV Role: Principal	Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.

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		is place on the student to pay for additional semesters in their programs.		
2019-02-10 18:26:38	Name: Kimberly Palumbo Organization: Menus Plus Title: Owner City/State: Morgantown, WV Role: Parent-Family	Comments: Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.
2019-02-10 22:25:22	Name: Kelsey Sprowls Organization: Monongalia County Schools Title: Teacher City/State: Morgantown, WV Role: Teacher	Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.
2019-02-10 23:30:54	Name: Heather Yoho Organization: Title: City/State: , Role: Teacher	What constitutes a year-long residency? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.	N	Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP. No additional semesters would be required.

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<p>2019-02-11 00:53:38</p>	<p>Name: Julie Reneau Organization: Fairmont State University Title: Associate Professor City/State: Fairmont, WV Role: Higher Educator</p>	<p>Collaboration between public schools and universities prior to policy implementation is critical. It would be critical to determine the requirements of a year-long residency. Given that the policy requires placements in several grade levels for students who are completing K-adult certifications, would multiple placements within a school be required? Most institutions of higher education allow student teachers the flexibility to complete student teaching in December and in May. How would students complete student teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>No additional semesters would be required.</p>
<p>2019-02-11 00:59:11</p>	<p>Name: Pam Pittman Organization: Fairmont State University Title: Assistant Professor City/State: Fairmont, WV Role: Higher Educator</p>	<p>Collaboration between public schools and universities prior to policy implementation is critical. It would be critical to determine the requirements of a year-long residency. Given that the policy requires placements in several grade levels for students who are completing K-adult certifications, would multiple placements within a school be required? Most institutions of higher education allow student teachers the flexibility to complete student teaching in December and in May. How would students complete student teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>No additional semesters would be required.</p>

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<p>2019-02-11 08:00:39</p>	<p>Name: MeriBeth Underwood Organization: Woodrow Wilson High School Title: AP Language & Comp Instructor City/State: Beckley, WV Role: Teacher</p>	<p>Im concerned with a year long residency - Would student teaching still be allowed to begin in spring? Would it extend over Summer Break? Having the flexibility to complete semester long student teaching helps the student teacher with financial obligations, as they do not obtain pay during student teaching</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>No additional semesters would be required.</p>
<p>2019-02-11 08:30:34</p>	<p>Name: Jamie Dalton Organization: Woodrow Wilson High School Title: Teacher City/State: Beckley, WV Role: Teacher</p>	<p>Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>No additional semesters would be required.</p>
<p>2019-02-11 09:27:47</p>	<p>Name: Cynthia Dalton Organization: New River CTC Title: Student Program Advisor City/State: Beaver, WV Role: Higher Educator</p>	<p>Year long residency - what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.</p>	<p>N</p>	<p>Comment is not accepted. It does not support proposed changes to Policy 5100.</p>

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2019-02-11 11:02:23	Name: Penny Fisher Organization: Putnam County Schools Title: Assistant Superintendent for Personnel City/State: Winfield, WV Role: Superintendent	Will Teacher-In-Residence/TIRs be required to complete a full year of residency instead of a semester? Is the year-long residency a separate option?	N	Comment not accepted. Comment made was asking for clarification of the TIR program. TIR will complete their program under the guidelines of the TIR agreement between the county and EPP. The 'year-long residency is the 'year-long clinical' that would encompass the traditional student teaching.
2019-02-11 12:55:40	Name: Debbie Smith Organization: Cabell County Schools Title: Manager of Professional Personnel City/State: Huntington , WV Role: Other	Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.	N	Comment is not accepted. It is not applicable to proposed changes..
2019-02-11 15:52:17	Name: Sandra DeVault Organization: Monongalia County Schools Title: Mrs. City/State: Morgantown, WV Role: Other	Yearlong residency- what does that constitute? Most institutions of higher ed allow student teachers the flexibility to complete student teaching in December AND in May. How would that work to carry out their students teaching when interrupted by summer break? Or, will they even be allowed to student teach in the spring semesters? If this is the case, more financial burden is place on the student to pay for additional semesters in their programs.	N	Comment is not accepted. It is not applicable to proposed changes.
§126-114-9. Professional Educator preparation Program (EPP) Requirements: Student Support and Administration				

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§126-114-10. Additional Program Requirements				
2019-01-25 10:09:00	Dr. John E. Stallings, Jr., Ed.D. Director, WVU Five-Year Teacher Education Program	1. Item 10.d.4 - Appears to be a duplication of Item 6.6.g ?	N	Comment not accepted. This does not reference a valid section in Policy 5100.
2019-02-03 21:09:38	Name: Jo Pennington Organization: Ohio Valley University Title: Dean, College of Education City/State: Vienna, WV Role: Higher Educator	10.1.k "...An EPP may change up to 25% of a teaching certification program's credit hours in either the professional knowledge components or the content specialization courses without EPPRB approval." Several years ago, the WVEPPRB members and TEAC recommended that an EPP be able to change up to 25% of the courses in BOTH professional knowledge and content specialization without EPPRB approval. When the language went into Policy 5100, it was changed to say that an EPP could change up to 25% in EITHER professional knowledge OR content specialization without EPPRB approval. This is a time for all of us to examine research literature and our own results closely and to be innovative. We need to be accountable but not so restricted. Please consider changing this section to allow an EPP to change up to 25% of the courses in BOTH program areas- professional knowledge AND content specialization without submitting the program to the EPPRB for approval.	N	Comment is not accepted. It is not applicable to proposed changes.
2019-02-07 12:15:19	Name: David Lancaster Organization: West Virginia University at Parkersburg	126-114-10 Additional Program Requirementsrn10.1.k and 13.5 "...An EPP may change up to 25% of a teaching certification program's credit hours in either the professional knowledge components or the content	N	Comment is not accepted. It is not applicable to proposed changes.

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	Title: Chair of Education City/State: Parkersburg, West Virginia Role: Higher Educator	specialization courses without EPPRB approval.” rnWe need to be accountable but if more time is spent on writing reports than training teachers we are going in the wrong direction. All institutions answer to CAEP with an annual report and there is a full program review to continue full accreditation. Please consider changing this section to allow an EPP more flexibility.		
§126-114-11. Authorization and Accreditation Requirements				
§126-114-12. Education Preparation Program (EPP) Approval Process				
2019-01-25 10:09:00	Dr. John E. Stallings, Jr., Ed.D. Director, WVU Five-Year Teacher Education Program	1. Items 12.2.d.1, 12.2.d.2 and 12.2.e should be cross-referenced with Item 5.21 in order to enhance clarification/understanding.	N	Comment not accepted.
§126-114-13. Education Preparation program Review Board (EPPRB)				
2019-02-03 21:09:38	Name: Jo Pennington Organization: Ohio Valley University Title: Dean, College of Education City/State: Vienna, WV Role: Higher Educator	10.1.k and 13.5 “...An EPP may change up to 25% of a teaching certification program’s credit hours in either the professional knowledge components or the content specialization courses without EPPRB approval.” Several years ago, the WVEPPRB members and TEAC recommended that an EPP be able to change up to 25% of the courses in BOTH professional knowledge and content specialization without EPPRB approval. When the language went into Policy 5100, it was changed to say that an EPP could change up to 25% in EITHER professional knowledge OR content specialization without EPPRB approval. This is a time for all of us to examine research literature and our own results	N	Comment is not accepted. It is not applicable to proposed changes. 25% of each category would potentially result in more than 50% programmatic changes without board review or approval.

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		<p>closely and to be innovative. We need to be accountable but not so restricted. Please consider changing this section to allow an EPP to change up to 25% of the courses in BOTH program areas- professional knowledge AND content specialization.</p>		
§126-114-14. Annual Report and Performance				
§126-114-15. Procedures for Initiating a New Content Specializations (Educator Preparation Program (EPP) of Study)				
§126-114-16. Procedures for WVBE Approval for a Revised Educator Preparation Program (EPP) of Study				
<p>2019-02-06 15:51:17</p>	<p>Name: Isabella Angeline Diserio Organization: Fairmont State University Title: Student City/State: Fairmont, WV Role: Other</p>	<p>Mrs. Oliverto and members of the WV Board of Education,As a current Teacher Education Program student at Fairmont State University, and a future West Virginia teacher, I find Policy 5100 to be disconcerting. To begin, I'd like to clarify that I am a firm believer in holding our state's future teachers to a high standard that is reflective of the colossal responsibility a classroom teacher holds. I believe in college programs that require hard work, dedication, and a passion that makes it all worthwhile - three similarly critical components of a good teacher. Having said that, I feel a policy like this one in which teacher candidates are required to spend a year in residency as a student teacher is impractical and uncalled for. As I am sure you know, there is an abundance of information one must learn before they are prepared to lead a classroom. My professors work tirelessly every day to ensure my classmates and I are getting that information, but even with their dedication and the current fast-paced, rigorous program I am a part of, it's a tight squeeze to cover it all. To</p>	<p>N</p>	<p>Comment not accepted. Proposed policy will require changes in procedures, policy and programs across all stakeholder groups to reflect best practices. The policy provides sufficient flexibility to meet each individual EPP.</p> <p>No additional semesters would be required.</p>

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		<p>add an additional semester of residency would severely hinder students' opportunity to receive all necessary information. Pedagogical classes on methods of instruction that Teacher Education students are normally enrolled in one to two semesters before student teaching are incredibly complex and difficult courses; to have to simultaneously combine them with the even-more-daunting task of leading a classroom on a day-to-day basis is, quite frankly, setting students (and professors) up for failure. Moreover, I ask you to consider the financial burden an additional semester of student-teaching would put on so many students. Because I know the dedication student-teaching requires, I began saving my sophomore year of college so that I can afford taking my last semester of schooling off of work, therefore allowing me to focus all of my energy on getting the most out of my!</p> <p>student teaching experience. I can assure you, a large number!</p> <p>of my c</p> <p>lassmates are taking equal or greater measures so that they may do the same. Anyone with basic math skills can therefore determine that it would take double the amount of time to save enough money to be able to afford not working in order to healthily keep up with the demands of a student teaching program that lasts twice as long. For a lot of people, many of whom are already overwhelmed with a large amount of student debt and no promise of a high-paying job to quickly pay that off, this is a massive hurdle. I am in my third year of the teacher education program at</p>		
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		<p>Fairmont State University; if this policy were to go into effect, I would not have to take part in the new layout and could graduate with the previous standard of one semester of student teaching. I am taking the time to write these comments anyways because I am thinking of the freshman students at my school and all those who will follow them whose program would be completely turned upside down because of this!</p> <p>policy. The frustration and injustice they would feel to be put in that situation would not be a strong motivator to remain steadfast in pursuing the career we so desperately need them to remain passionate about. I am proud to be a teacher education student at my school. We produce valuable, capable, passionate, and prepared teachers who make a real difference in our education system. We have done so for many years – all with a program that includes only one semester of student-teaching. We have several opportunities preceding that last semester of our college career in which we can (and must) gain experience in the classroom. We are additionally prepared for that last semester of residency because we have been given ample time in the classrooms which we are students to gain the information necessary to succeed. To be forced to unnecessarily and completely rearrange programs like ours across the state simply hinders and deters the brave individuals looking to become teachers in our state and the professionals training them to do!</p> <p>so.</p>		
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		<p>Ultimately, I think all of these things exemplify the fact that Policy 5100 will make becoming an educator in the state of West Virginia more difficult in all the wrong ways. We are in desperate need of quality educators in our state and instilling this policy is creating yet another possible deterrent capable of keeping those people from entering our profession. It will add even further financial burden onto professionals who already feel financial stress possibly greater than any others. It will hinder future Teacher Education students in adequately receiving and understanding the abundance of information they are already stressed to learn in just a short three and a half years of schooling before entering a full-time residency program. For these reasons, I sternly and sincerely ask you reconsider this proposal and the repercussions it will have. Thank you. rnrnRespectfully, rnlSabella Diserio</p>		
§126-114-17. Procedures for WVBE Approval of a new Education Preparation Program (EPP) Provider Not Currently Approved to Offer Educator Preparation Programs (EPPs) of Study Leading to Licensure				
§126-114-18. Procedures for Initiating and Evaluating a Pilot Program				
§126-114-19. Educator Preparation Program (EPP) Approval Waiver				
§126-114-20. Technical Assistance				
§126-114-21. Federal Monitoring				
§126-114-22. Severability				

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Appendix A-1: Conceptual Foundation for Teaching and Learning in West Virginia				
Appendix A-2: West Virginia Professional Teaching Standards				
2019-02-03 21:09:38	Name: Jo Pennington Organization: Ohio Valley University Title: Dean, College of Education City/State: Vienna, WV Role: Higher Educator	Appendix A2: WVPTS Standard 5: "...to allow students to achieve at high levels" is correct; high levels should not be a hyphenated word because it is a noun modified by an adjective.	A/C	Comment was accepted and resulted in changes to the proposed policy. Corrected the grammatical error.
Appendix A-3: West Virginia Professional Standards for Student Support Services				
Appendix A-4: West Virginia Standards for School Leaders				
Appendix A-5: West Virginia Educator Preparation Program (EPP) Standards				
Appendix A-6: West Virginia Professional School Counselor Standards				
Appendix A-7: West Virginia Elementary Mathematics Specialists (EMS) Standards (Endorsement and Masters Degree Programs)				
Appendix A-8: West Virginia Elementary Mathematics Specialist (EMS) Standards (Masters Degree Programs)				
Appendix B: Pre-Professional Skills for Speaking and Listening Professional Speaking Skills				
Appendix C-1: Educational Technology Standards and Performance Indicators for Teachers				
Appendix D Programmatic Levels and Specializations Recognized on the Professional License				
2019-01-18 14:16:37	Kristina Anderson Morgantown WV	I find it scary that we are adding Algebra II and Geometry here without mentioning what will be required to obtain these specializations, especially considering potential changes of not requiring	N	Comment was not accepted. This content area is addressed in <u>6.3.6.6.b.3.C.3.</u>

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		math specializations to major in math. Has a Praxis Subject test and score been discussed?		
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