

18 distinct commenters provided a total of 38 comments.

- Community Member: 2
- Higher Educator: 34
- Superintendent: 2

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
<b>§126-114-3 Purpose</b>				
2020-11-16 11:18:20	Helen Southall Assistant Professor West Virginia State University Institute West	In regard to the nonpublic schools being included, it is my thought that they should not be included. Several reasons include but not limited to are: not all teachers are certified, they do not have to follow the state adopted curriculum, and the classroom setting/demographics are not the same as public schools.	N	Comment does not lead to policy change.
2020-11-16 15:32:22	Patricia Wilson Chair, Education Department West Virginia State University Institute WV	126-114-3 Since this appears to be a first-time initiative win non-public schools, have the guidelines been created for determining which non-public schools are eligible for participation in this collaborative process? I do not favor this if this addition creates another layer of issues that EPPs will have to deal with.	N	Comment does not lead to policy change.

<b>§126-114-5 Definitions</b>				
2020-10-23 15:25:39	David Lancaster Chair WVU Parkersburg Saint Marys WV	What is an Alternative EPP Provider? More in depth definition or explanation. Clarification?	A/C	Language will be clarified in this policy
		What type of evaluation criteria will a cooperating teacher need to have in WV. Also, what will be the minimum years of experience for a cooperating teacher in WV?	A/C	
		Review the criteria for out of state cooperating teachers compared to WV.	A/C	
2020-10-28 12:28:50	Erin Brumbaugh Dean, College of Education Alderson Broaddus University Philippi WV	Is section 5.38 referring to both those candidates in a year-long residency and those students who are completing a typical one-semester student teaching clinical placement?	N	Comment is in the form of a question and does suggest a proposed change.
2020-10-28 14:13:09	Gay Bernadette Stewart Director, Center for Excellence in STEM Education West Virginia University Morgantown WV	<p>The cohort GPA of 3.0 is a continuing concern. The research I have seen says this negatively impacts broadening participation. It certainly disadvantages students who came from some of our weaker districts who might actually really want to go home and make things better.</p> <p>It is also a significant barrier for science and math teachers, many of whom start out underprepared in engineering, and have lowered their gpa before they find themselves. there should be some ability to look at increases, for those students who find themselves when they realize they want to be teachers, but do not have the ability to get their gpa up before the cohort entry.</p>	N	Comment suggestion does not lead to policy change.







		5.32. Will this position be “Resident Teacher” or “Cooperating Resident Teacher.?” Please be consistent in the terminology. Note that in 5.41 this teacher is referred to as the “cooperating resident teacher.”	A/C	Comment suggestion led to clarifying language in policy.
		5.41 Inconsistency: This teacher is referred to as the “cooperating resident teacher. ” However, in 5.31 they are referred to as the cooperating teacher.	A/C	
<b>§126-114-6 Professional Educator Preparation Program (EPP) Requirements: Teacher Clinical Partnerships</b>				
2020-10-23 15:25:39	David Lancaster Chair WVU Parkersburg Saint Marys WV	Clarification on the tiers? Why are there three tiers. What are the differences?  6.8.c.3.d and 3.E are the same.	A/C	Comment suggestion led to clarifying language in policy.
2020-10-28 12:28:50	Erin Brumbaugh Dean, College of Education Alderson Broaddus University Philippi WV	Section 6.5.b.1 - what should EPPs do if their IHE does not require an ACT/SAT score for admission due to Covid-19 limitations in testing?	N	Comment is in the form of a question and does not propose a change to policy.
		Section 6.7.b.3 - This is vague. Does this refer to only asynchronous field experiences, or synchronous field experiences?	N	Comment is in the form of a question and does not propose a change to policy.
		Section 6.7.5.b.F - If an EPP is piloting year-long residency, are we required to submit a proposal for program modification, or wait until after the pilot program has ended and implementation is to begin?	N	Comment is in the form of a question and does not propose a change to policy.
		Section 6.8.a - It is unclear as to which programs an EPP offers must offer year-long	N	Comment is in the form of a question and does not propose a change to policy.

		<p>residency for freshmen cohorts beginning in fall, 2021. Would it be all of our programs, or just 1-2?</p> <p>Section 6.8.c.5 - Will county boards of education be notified of the requirement for resident emails, or is this something the EPP is charged with figuring out?</p>	N	Comment is in the form of a question and does not propose a change to policy.
2020-10-28 14:13:09	<p>Gay Bernadette Stewart Director, Center for Excellence in STEM Education West Virginia University Morgantown WV</p>	<p>6.5.b The cohort GPA of 3.0 is a continuing concern. The research I have seen says this negatively impacts broadening participation. It certainly disadvantages students who came from some of our weaker districts who might actually really want to go home and make things better.</p> <p>It is also a significant barrier for science and math teachers, many of whom start out underprepared in engineering, and have lowered their gpa before they find themselves. there should be some ability to look at increases, for those students who find themselves when they realize they want to be teachers, but do not have the ability to get their gpa up before the cohort entry.</p> <p>and, you have the fact that, depending on other people entering the program this year you are able to be admitted and next year the same student may not be able.</p>	N	Comment does not pertain to 6.5.b
		<p>6.6.b.3.b there is no major equivalent for general science, which you leave in this list, even</p>	N	Comment does not lead to policy change.

		<p>though you confirm this in 3.c.2.</p> <p>You include mathematics and special ed as requirements but not computer science. Since CS is in the standards in all grade bands and is vital to almost all job areas now, this seems to be a significant oversight.</p> <p>6.8 Havin year long residency programs required to be an option for all programs is going to make it even harder to recruit math and science teachers, who tend to get scared off even if there are multiple options. There are not large numbers of majors in these programs and to have the programs recognized as degree pursuant so that students may use financial aid is a careful procedure we are going through. Having to create a new path that extends time to degree even more is going to make the system more difficult to create. Even student teaching is hard to fit when 12 hours each semester must be degree pursuant.</p>	N	Comment does lead to policy change.
2020-11-10 11:35:25	Michael Tilley Clinical Instructor West Virginia University Morgantown West	<p>6.8: yearlong residency</p> <p>Candidates seeking content degrees as required do not have the space/flexibility to accommodate a requirement of two semesters of clinical experience. You can ask students to have the equivalent of a four-year content degree and also ask them to spend 1.75 semesters not working on courses for their content degree.</p> <p>EPPs do not have control over subject content</p>	N	Comment does lead to policy change.

		<p>course scheduling. We can ask that the chemistry department rearrange their entire scheduling plan for 40 chem majors to allow our 2 candidates to take advanced instrumental analysis lab (or whatever) to complete their chem degree.</p> <p>I fully expect that some school administrators will balk at having a student-teacher as the primary instructor for most of an entire year. Veteran teachers of record love teaching and are less likely to be cooperating teachers if the model turns them into nonstop backseat drivers.</p>		
2020-11-12 21:30:29	Barbara B Brady President Inspiring Dreams Network Hurricane WV	<p>As a result of increasing mental health issues, and more awareness surrounding trauma, mental health, and cultural equity, the following wording is suggested to align with current whole child multi-tiered systems of support</p> <p>6.4.a. Wording regarding "trauma-informed and social-emotional best practices" needs added between multicultural education and safe schools.</p> <p>6.7.b.6. After (diverse (multicultural), wording regarding "trauma-informed best practices" needs added.</p> <p>6.7.b.6.B.2 the word "diverse" needs added before multicultural education to mimic 6.7.b.6 AND</p>	A/C	Each comment led to a change in policy language.

		"trauma-informed best practices" should be added directly after multicultural education.		
		There are several inconsistencies and incompatible statements in this section. First under 6.8.a it indicates that "Effective July 1 2021 with the freshmen cohort, all EPPs with WVBE-approved programs of study leading to West Virginia educator licensure must include a yearlong residency pathway as the final clinical experience as defined in section 5" Do only undergraduate programs (those with freshmen) have to abide by this policy???	A/C	Comment suggestion led to a change in policy language.
		Additionally, The year-long residency has been described to us in higher ed as an "option" that must be present. This policy does not read as an "option"	N	Comment does not lead to a change in language.
2020-11-13 17:13:38	Jeffrey Carver Associate Professor of Science Education West Virginia University Morgantown WV	Additionally, the year-long residency is incompatible with the statements in section 6.6.b.3 that require all "secondary-level EPPs shall provide that their secondary-level programs [...] in core academic areas require at least the equivalency of corresponding content majors in terms of academic rigor and credit hours completed in content areas (6.6.b.3.A). Furthermore, 6.6.b.3.C.1 and 6.6.b.3.C.2 further clarify indicating that a minimum of 48 credit hours is what is defined as that equivalent of that content degree. It is not feasible to fit the required prerequisite content and the 48 hours of any content area into 3 years in order to complete the content requirements before	N	Comment does not lead to a change in language.

		beginning the residency. The requirement of roughly 18 hours per week in the local schools (not to mention travel to and from the schools) effectively precludes students from taking any daytime classes at the university during the Residency 1 program. While it is possible that education coursework could be completed during this time, the requirements of any normal content area would not be able to be completed in 3 years effectively requiring at least 9 semesters and possibly 10 (a full 5 year program). These two policy statements are entirely incompatible if the WVDE wants Institutes of Higher Ed to be in the practice of assisting with the certification procedures of secondary education candidates, year long residency will not be a productive way to do so. There will be no possible way to complete a degree in 4 years that leads to certification.		
2020-11-14 11:57:02	Nancy Spillane Service Associate Professor WVUteach Morgantown WV	I am concerned about the requirement that the clinical experiences of pre-service teachers are being redefined as yearlong residencies. While this model might work with a student who is an education major - such as for elementary school preparation - it is challenging and unrealistic in the preparation of middle and high school science and mathematics teachers. If we want our future teachers to have both a solid grounding in their subject area and in education, it is important to ensure that the clinical experiences can fit within a college STEM majors program of study. the WVUteach program prepares excellent math and science	N	Comment does not lead to a change in language.

		<p>teachers through a program that ensures clinical experiences throughout their four years. Fitting in one semester of full-time teaching is a challenge. Fitting in one year of almost full-time teaching will be unrealistic. If the model were for - for example - two days a week in one semester and three days a week in the second, that could possibly work for the occasional student. However, it is unlikely to work for all of our students. If we want highly qualified math and science teachers for the state of West Virginia, it behooves us to find ways to work with interested students to prepare them to be the best teachers possible, without making it impossible for completion in an acceptable amount of time. I have no problem with a year-long residency being an option for some students, but I don't think it should be a requirement for all.</p>		
<p>2020-11-15 15:13:03</p>	<p>Audra Slocum Associate Professor of English English West Virginia University Morgantown WV</p>	<p>The year-long residency is a practice that has benefits, but does NOT fit in our teacher education context of a rural state, with low enrollment numbers and low placement options and a high teacher need. This policy will be the death of teacher education programs around the state. We already cannot find sufficient placements in schools, and this policy will freeze up a placement for an entire year, and likely more, as the host teachers are likely to want a break from hosting a student. Further, this will add cost and time to our programs. Our undergraduate programs are already at maximum course credit hours, as our students</p>	N	<p>Comment does not offer any suggestion to policy.</p>

		<p>are earning both a BA and the teacher certification courses. At the time that we need to increase our numbers, this policy will cause our numbers to further reduce. Finally, our students need to graduate efficiently to be available to start teaching. Adding more time to their program will further delay their ability to fill a vacant teaching position. It is an irresponsible policy in our current context, and it needs to end before it causes lasting harm.</p> <p>To be clear, we deeply value the learning our students construct in their school placements. We use this time wisely, and our students benefit. We believe in quality time over quantity of time.</p>		
<p>2020-11-15 16:10:39</p>	<p>Malayna Bernstein Director, Learning Sciences Programs West Virginia University Morgantown WV</p>	<p>Extended residencies have benefits, however, the increased expectations for residency requirements do not take into consideration our context: a rural state with low enrollment numbers and low placement options and very high teacher need. This policy could be the death of teacher education programs around the state. At WVU, we already cannot find sufficient placements in schools, and this policy will freeze up one placement for an entire year, and likely more, as the host teachers are likely to want a break from hosting a student. This will add cost and time to our programs, which - as with all programs in higher education right now - are struggling financially. WVUs undergraduate programs are already at maximum course credit hours, as our students are earning both a BA and the teacher</p>	<p>N</p>	<p>Comment does not offer any suggestion to policy</p>

		certification courses. At the time that we need to increase our numbers, this policy will cause our numbers to further reduce. Finally, our students need to graduate efficiently to be available to start teaching. Adding more time to their program will further delay their ability to fill vacant teaching positions. It is an irresponsible policy in our current context, and it needs to end before it causes lasting harm. We encourage the state DOE to consult more closely with its teacher education programs before recommending changes that would have such dramatic effects.		
2020-11-16 08:28:35	Brian Ballentine Professor West Virginia University Morgantown WV	Along with my colleagues at WVU I acknowledge a year-long residency is a practice that has benefits, but does not fit in our teacher education context of a rural state, with low enrollment numbers and low placement options and a high teacher need. This policy will mean the end of teacher education programs around the state including our newly revised English Education program at WVU. My colleagues in Education report that they already cannot find sufficient placements in schools, and this policy will freeze up a placement for an entire year, and likely more, as the host teachers are likely to want a break from hosting a student. Other major concerns include the cost and time added to our programs. Our undergraduate programs are already at maximum course credit hours, as our students are earning both a BA and the teacher certification courses. At the time that we need to increase our numbers, this policy will	N	Comment does not offer any suggestion to policy

		<p>cause our numbers to further decline. Finally, our students need to graduate efficiently to be available to start teaching. Adding more time to their program will further delay their ability to fill a vacant teaching position. Again, I echo the concerns of my colleagues who have noted this is an irresponsible policy in our current context, and it needs to end before it causes lasting harm.</p>		
<p>2020-11-16 08:42:47</p>	<p>Nancy Ann Caronia Associate Professor of English West Virginia University Morgantown WV</p>	<p>This policy is detrimental to placing new teachers into our K-12 public education system. Time to completion would be extended by at least one semester, if not a year and that would mean more undergraduates would choose to complete their subject matter without the education component, jeopardizing whether or not these West Virginians would even choose to stay in WV and teach the states youth. We have a desperate need for qualified teachers in West Virginia and adding time onto those who would choose to complete the program would mean a further delay of our teacher candidates' ability to fill vacancies.</p>	N	<p>Comment does not offer any suggestion to policy.</p>
<p>2020-11-16 11:18:20</p>	<p>Helen Southall Assistant Professor West Virginia State University Institute West</p>	<p>6.3.c.1 6.3.c.2 If we are trying to encourage PD, why are we eliminating Tier II. Funding needs to be available for Tier II and Tier III also. The budget needs to include an outline for substitutes and materials. Funding decisions should be made by university and approved by WVDE.</p>	A/C	<p>Comment suggestion led to policy language change.</p>

		<p>6.5.c CASE Praxis I Core =CASE should be included.</p> <p>6.7.b.5 Student Teaching wording is used. Would this not be Resident Teaching? Does clinical experience refer to residency?</p> <p>6.7.b.6 Student Teaching is used again instead of Resident Teacher.</p> <p>6.7.6.B.3 Non-public schools should not be used for resident teachers' placement. Justification for this includes that the class size is different, teachers don't have to be certified, and non-public schools do not have to use the same curriculum and programs. In regard to</p> <p>6.7.b More clarification around TPSs; PLT should not substitute for any TPA, these instruments do not measure the same outcomes but candidates should not be asked to pay for more tests; one should be chosen.</p>	N	Comment in form of a question and does not suggest any change to policy.
			N	Comment suggestion does not lead to policy change.
			N	Comment does not lend to change.
			N	Comment does not lead to language change.
2020-11-16 11:59:18	Pam Schield Interim Dean School of Education Salem University Salem WV	In 6.7.b.1, direction to ISTE standards under Educator and Development page must go through the Teaching and Learning link first, and then the Resources for Policy 5100 is only labeled as Policy Resources. What is the WVDE acceptable level for technology skills?;	N	Comment suggestion does not lead to policy change.

		<p>In 6.7.b.2, clarification to not using TPA as a substitute to PLT as they measure different outcomes; as noted in 126-114-5, here in 126-114-6, in 6.8.c.1., is the minimum 14 weeks also 250 hours or is 250 hours must be spread out over 14 weeks in Residency 1? Same comment applies to use of 500 hours in Residency 2;</p>	N	Comment suggestion does not lead to policy change.
		<p>In 6.8.c.3, is PLT exam is considered a Praxis II exam? If so, is it also to be met prior to Residency 2? Or is this speaking strictly to content Praxis II exams? Further, are the content exams considered Praxis II anymore? I do not see literature regarding this on ETS.org.</p>	N	Comment is in form of a question and does not suggest any change to policy.
		<p>In 6.8.c.4.1, number 4 states resident and cooperating teacher must have advanced notice and both be in agreement to be away from the assigned classroom. In clarification, does this mean, the candidate could substitute in another classroom other than their placement for residency classroom? Does this mean the candidate can substitute in their assigned residency classroom without the cooperating teacher calling for a substitute?</p>	N	Comment is in form of a question and does not suggest any change to policy.
2020-11-16 13:52:42	Rosemary Hathaway Associate Prof & English Education major coordinat WVU Department of English Morgantown WV	In principle, full-year residencies for student teachers are a wonderful idea. However, the decision to implement them needs to be left to teacher-education programs at the states colleges and universities.	N	Comment does not offer a suggested change to policy.

When it was announced in 2016 that WVU's five-year combined BA/MA teacher-education program would be phased out, colleagues from the College of Arts and Sciences and the College of Education have collaborated intensively to create a new four-year undergraduate teacher-ed major that just rolled out last fall. We barely managed to squeeze all of the requirements for graduation \*and\* licensure into eight semesters. There is literally no room to require a full year of residency without adding an additional semester to students' program.

This poses several problems. First, because the new 4-year major is so tightly scheduled, it's already difficult to recruit students to the major, and it will be even more difficult if they discover that it will take longer for them to finish their degree. Second are the financial implications of adding additional time to degree: many of our English-education students are on the Promise scholarship, which only provides aid for eight semesters. And a number are out-of-state students who don't want to pay an additional semester of out-of-state tuition, especially when they could simply finish their degree in four years and go back to their home states to finish their certification requirements.

There are also numerous logistical concerns: because mentor teachers have to have been

		<p>teaching full time for several years before they can take on a full-time student teacher, there are only a limited number of teachers who would be qualified to mentor students for a full-year residency. And at the moment, all teachers are overworked and exhausted due to the pandemic- this is not a great time to ask more of them than they e already doing.</p> <p>In short, while the year-long residency idea is a good one, it cannot be instituted with the stroke of a pen. There is a lot of complex planning and infrastructure building that needs to be done before a brand new teacher-ed model like this can even be feasible, much less be successful.</p> <p>I urge the Board not to approve this change in its current form. Instead, I would suggest creating a work group or other ad hoc body to research full-year residency programs at other institutions and make recommendations to the states teacher-education programs about how they might be implemented at the institutional level, rather than at the state level.</p> <p>Thanks very much for taking these comments into consideration.</p>		
2020-11-16 15:03:31	Billie A. Hauser Professor West Virginia State University Institute WV	<p>6.7.b -- Provide more clarification around TPAs; the PLT should not substitute for any TPA, they do not measure the same outcomes</p> <p>6.3.d – What is the purpose of having only Tier I schools eligible for funding rather than Tier I</p>	A/C	Comment suggestion led to clarifying language in policy.

		and Tier II? This will result in all schools applying for Tier I status. Funds for professional development in co-teaching and mentoring should be made available and approved by the university and the WVDE.	A/C	Comment suggestion led to clarifying language in policy.
		6.7.b.5 – Again, use consistent terminology – It is no longer student teaching but is now resident teaching or residency.	N	Comment did not lead to change in policy.
		6.7.b.6.B.3 – Specific requirements need to be established for any non-public school working with resident teachers to ensure that needed teacher qualifications are met.	N	Comment did not lead to change in policy.
2020-11-16 15:32:22	Patricia Wilson Chair, Education Department West Virginia State University Institute WV	126-114-6 6.3.c Do not change Professional Development Schools to Residency Hub.	N	Comment did not lead to change in policy.
		6.3.d. Please reconsider the funding for Tier II schools.	A/C	Comment suggestion led to clarifying language in policy.
		6.7.b.2 The scores for the Clinical Experience Performance Assessment Instrument (TPA) should not be substituted for the PLT. The current WV version of the TPA does not serve as an appropriate substitute for the PLT. The PLT is important so that we can assess the candidates knowledge of the theories. This is	N	Comment did not lead to change in policy.

		very important as our candidates are utilizing the theories to begin the development of their instructional strategies.		
2020-11-16 15:58:19	Margaret Pennington Associate Superintendent Fayette County Schools Fayetteville WV	6.7.b. The language provided in this section is vague as it pertains to Teacher Performance Assessment requirements. Requiring both the PLT and Teacher Performance Assessment (unless the TPA is nationally normed) will directly impact section 7, and therefore Policy 5901.  Requiring completion of a TPA for those not going through a traditional teacher prep program defeats the purpose of Alternative Certification. The decision to use PLT rather than a Teacher Performance Assessment of any kind should be a district level decision.	A/C	Comment led to clarifying language in policy.
<b>§126-114-8 Teacher-in-Residence (TIR) Programs</b>				
2020-11-15 13:23:21	Paul Miller WVUteach co-director WVU Morgantown WV	Im very concerned that requiring a year-long option will stress existing teacher preparation programs in the high-need areas of math and science. We already have struggled to maintain enough enrollment to offer even the streamlined necessary classes for training. Adding a year-long program option will further stretch our program to the detriment of the states new supply of math and science teachers. Requiring a year-long residency will drain our teacher preparation programs. The right way, in my view is to add motivation to go into high demand areas, not to increase the barriers to doing so. Keep in mind that anyone who is	N	Comment does not refer to this part of policy.

		qualified to be a physics teacher is also qualified to do many other things. Do not change code in ways that push them to these other things.		
2020-11-16 11:59:18	Pam Schield Interim Dean School of Education Salem University Salem WV	In 8.2.e, not to be redundant, should add the TIR is in Residency 1 (passed content Praxis II exam) and holds a long term resident permit? This is also in reference to clarify 126-114-6, 6.8.c.3 with needing to achieve PLT test ...because it is labeled a Praxis II?	N	Comment does not lead to a change in policy.
2020-11-16 15:58:19	Margaret Pennington Associate Superintendent Fayette County Schools Fayetteville WV	Teachers in Residence serve as the formal teacher of record and are observed and evaluated by school administration as such. The requirement of Teacher Performance Assessment for a Teacher in Residence is redundant and should be waived for those serving as TIRs.  TIRs are completing teacher performance requirements while on the job. Requiring them to be prepared for their daily county-level teaching responsibilities while simultaneously completing components of the TPA is a repetitive requirement. Removing the TPA requirement for those serving in TIR placements would allow TIRs to focus on real-time, on-the-job classroom performance for which they are already evaluated.	N  N	Comment does not lead to a change in policy.  Comment does not lead to a change in policy.
<b>§126-114-10 Additional Program Requirements</b>				

2020-10-28 14:13:09	Gay Bernadette Stewart Director, Center for Excellence in STEM Education West Virginia University Morgantown WV	I am still completely confused, I have found computer science nowhere, despite its deep importance to the future economic health of West Virginia and its presence in the standards at every grade-band.	N	Comment does not lead to a suggested change to policy.
2020-11-12 21:30:29	Barbara B Brady President Inspiring Dreams Network Hurricane WV	10.1.c. Add "including trauma-informed and social-emotional best practices," after pre-professional skills....	A/C	Comment suggestion led to change in language to policy.
2020-11-16 11:18:20	Helen Southall Assistant Professor West Virginia State University Institute West	IN regard to 10.4.2-changing to 10.4.c should include proof of successful completion of WVDE Approved TPA.	N	Comment does not lead to a suggested change in policy.
2020-11-16 11:59:18	Pam Schield Interim Dean School of Education Salem University Salem WV	In 10.4.c., adding specializations should include successful completion of TPA in that specialization; In 10.4.d, clarification throughout document when labeling Praxis II content tests or Praxis II tests. The issue is labeling the PLT test. In 10.4.e, does language conflict with Residency 2 requirements regarding Praxis II content tests?	N	Comment does not lead to a suggested change in policy.
2020-11-16 15:03:31	Billie A. Hauser Professor West Virginia State University Institute WV	10.4.2-- Changing to 10.4.c should include proof of successful completion of WVBE-approved TPA.	N	Comment does not lead to a suggested change in policy.
<b>§Appendix A West Virginia Teacher Residency Model</b>				
2020-10-23 15:25:39	David Lancaster Chair WVU Parkersburg Saint Marys WV	Who will be responsibility training the cooperating teachers? Will the mentor teacher modal be used?	N	Comment is in the form of a question and does not suggest a change to policy.

2020-11-13 17:13:38	Jeffrey Carver Associate Professor of Science Education West Virginia University Morgantown WV	Appendix A further specifies related to the Residency model that during the residency candidates receives concurrent instruction in pedagogy as well as in content. Once again, content courses are not going to be feasible when they are taught predominantly during the daytime hours when candidates are in the public schools for nearly 20 hours per week. This is particularly difficult with laboratory based courses as is required in the Science areas.	N	Comment does not lead to a suggested change in policy.
2020-11-16 15:32:22	Patricia Wilson Chair, Education Department West Virginia State University Institute WV	In section E.b. Is the WVDE planning to provide training and compensation for those serving as cooperating resident teachers?  Please be consistent throughout the policy as references are made to the teachers? Are they cooperating teachers or cooperating resident teachers?	N  A/C	Comment is in the form of a question and does not suggest a change to policy.  Comment suggestion let to clarifying language in policy.
<b>§Deleted Appendix A-1 through A-8: Identify and provide comments</b>				
2020-11-16 11:59:18	Pam Schield Interim Dean School of Education Salem University Salem WV	Are these all these "A" and following "B", "C", "D", and "F" appendices now going to the website?	N	Question does not request a change to policy.