



**WEST VIRGINIA SECRETARY OF STATE**

**MAC WARNER**

**ADMINISTRATIVE LAW DIVISION**

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Office of West Virginia  
Secretary Of State

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**NOTICE OF FINAL FILING AND ADOPTION OF A LEGISLATIVE EXEMPT, INTERPRETIVE OR PROCEDURAL  
RULE**

AGENCY: Education TITLE-SERIES: 126-114

RULE TYPE: Legislative Exempt Amendment to Existing Rule: Yes Repeal of existing rule: No

RULE NAME: Approval of Educator Preparation Programs  
(Policy 5100)

CITE STATUTORY AUTHORITY: W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler,  
180 W. Va. 451, 376 S.E.2d 839 (1988); and, W. Va. Bd. of Educ. V. Bd. of  
Educ., 239 W. Va. 705, 806 S.E. 2d 136 (2017)

This rule is filed with the Secretary of State. This rule becomes effective on the following date:

January 15, 2021

**BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENT IS TRUE AND CORRECT.**

**Yes**

**Michele L Blatt -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.**

**126CSR114**

**TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION**

**SERIES 114  
APPROVAL OF EDUCATOR PREPARATION PROGRAMS (5100)**

**§126-114-1. General.**

1.1. Scope. -- This legislative rule establishes the process for developing, implementing, and receiving West Virginia Board of Education (WVBE), approval to operate an educator preparation program (EPP) leading to West Virginia licensure in an institution of higher education (IHE).

1.2. Authority. -- W. Va. Constitution, Article XII, §2; and W. Va. Code §§18-2-5, 18A-3-1, 18A-3-1a, 18A-3-2, and 18A-3-10.

1.3. Filing Date. -- December 16, 2020.

1.4. Effective Date. -- January 15, 2021.

1.5. Repeal of Former Rule. -- This legislative rule amends W. Va. 126CSR114, Policy 5100, Approval of Educator Preparation Programs (Policy 5100), filed March 14, 2019, and effective April 15, 2019.

**§126-114-2. Summary.**

2.1. This policy outlines the framework for developing, implementing, and approving EPPs. Major program components are defined, assessment instruments, and/or procedures are identified, and the minimum proficiency levels are prescribed for the WVBE-adopted instruments. Program approval criteria for program implementation are also identified.

**§126-114-3. Purpose.**

3.1. The purposes of this policy are to: 1) establish a collaborative process for program approval; 2) improve EPPs and potential teachers by incorporating program guidelines based on research and best practices; 3) ensure that those who are prepared for employment in the public schools have the knowledge, skills, and dispositions necessary to function as entry-level members of the profession; and 4) ensure that IHEs work collaboratively with the public and non-public schools in designing and delivering professional educator preparation experiences to increase student achievement through written agreements with participating schools. This policy relates only to approved EPPs leading to licensure in West Virginia public schools and does not supersede any licensure requirements mandated by W. Va. Code and/or W. Va. §126CSR136, Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications (Policy 5202).

3.2. Policy 5100 commits the WVBE to develop, revise, or adopt the program objectives, assessment instruments, and proficiency levels for the professional preparation of educational personnel through a collaborative effort involving the West Virginia Commission for Professional Teaching Standards (WVCPTS), the West Virginia Department of Education (WVDE), the governing boards for public and private West Virginia IHEs, public school administrators, and classroom teachers.

**§126-114-4. Authority of the WVBE.**

4.1. All programs of study that result in licensure to work in the public schools of West Virginia require the approval of the WVBE. This approval requirement applies to new and continuing programs of study and to any IHE seeking initial approval to offer EPPs that result in licensure to work in the public schools of West Virginia.

4.2. The WVBE shall adopt standards and procedures for the approval of programs of study that enable prospective teachers who satisfactorily complete such programs and licensure requirements to be licensed in West Virginia.

4.3. The WVBE establishes the WVCPTS to serve as its advisory body on matters related to the preparation of educational personnel. The WVBE shall establish regular communications with the WVCPTS and may solicit its recommendations prior to taking official action on educator preparation policies. [See W. Va. 126CSR154, Policy 5050, West Virginia Commission for Professional Teaching Standards, (Policy 5050)].

4.4. The WVBE acknowledges that the governing boards of public IHEs and the appropriate governing body of a private IHE may establish standards and accreditation requirements and procedures regarding EPPs. The WVBE pledges its cooperation with the governing boards or bodies and the institutions under their control in establishing jointly agreed upon programs of study review procedures pursuant to section 12 that emphasize cooperation, minimize duplication, and specify the process and materials to be covered in the review.

**§126-114-5. Definitions.**

5.1. Accredited Institution of Higher Education (IHE). A college or university accredited: by one of the regional accrediting agencies recognized by the Council for Higher Education Accreditation (CHEA), or by one of the National Faith-Related Accrediting Organizations recognized by CHEA and the United States Department of Education (ED), or by the Accrediting Council for Independent Colleges and Schools, to award degrees at a stipulated level, i.e., bachelor's degree, master's degree, and/or doctorate.

5.2. Admission to an Approved Program. The filing of an application by a prospective teacher declaring the prospective teacher as a candidate to complete an approved EPP and the institution's formal acceptance of the student based on the prospective teacher satisfying the admission criteria. The criteria for admission are: 1) minimum of 2.5 individual grade point average (GPA) and beginning September 1, 2016, EPP providers will use a 3.0 GPA as the minimum acceptable cohort average for admissions to EPPs. Implementation of this standard should parallel the GPA requirement as proposed by a WVBE-approved national accreditor. The 3.0 GPA cohort GPA calculated using a 4-point scale and including all core subject coursework in the calculation (electives not included); 2) successful completion of a disposition screening assessment chosen by the educator preparation provider; and, 3) the required performance as per the West Virginia Licensure Testing Directory on the WVDE website on the Core Academic Skills for Educators (CASE), as well as any other institutionally established performance assessments in speaking, listening, and educational technology.

5.3. Alternative EPP Provider. A WVBE-approved program for teacher education that is offered as an alternative to the standard college or university programs for the education of teachers provided by

entities as identified within W. Va. Code §18A-3-1a through §18A-3-1j and W. Va. 126CSR161, Policy 5901, Regulations for Alternative Certification Programs for the Education of Teachers (Policy 5901).

5.4. Approved Alternative Educator Preparation Program (EPP). A WVBE-approved program for teacher education that is offered as an alternative to the standard college or university programs for the education of teachers and provides an alternative means for a qualified person to earn a provisional professional teaching certificate, as described in W. Va. Code §18A-3-1a through §18A-3-1j and Policy 5901.

5.5. Approved Career Technical Education (CTE) Preparation Programs of Study. An EPP of study delivered by an EPP provider located in an IHE that holds accreditation as defined in section 5.1, based upon WVDE-adopted CTE program objectives and other requirements, and which has been approved by the WVBE.

5.6. Approved Educator Preparation Program (EPP) of Study. An EPP of study delivered by an EPP provider located in an accredited IHE; has been reviewed by the Educator Preparation Programs Review Board (EPPRB) as required in section 15; and approved by the WVBE and is based upon state-adopted and national program objective standards that include preprofessional skills, content specialization, and professional education components.

5.7. Association for Advancing Quality in Educator Preparation (AAQUEP). A national organization that reviews and accredits an educator preparation program (EPP) based on a peer review with a holistic approach to meeting national standards related to the functioning of the EPP. EPPs must have national accreditation or be seeking candidacy for its graduates to be licensed to teach in West Virginia.

5.8. Authorized Agency. The state agency designated by the WVBE to administer EPP approval standards and procedures approved by the WVBE. Currently, the WVDE serves as the WVBE's authorized agency.

5.9. Cohort. A group of education candidates admitted to an EPP of study at the same time, e.g., a class entering in a fall semester.

5.10. Cohort GPA. The GPA averaged for all members of a cohort or class of admitted candidates. Averaging does not require that every candidate meet the specified GPA/score.

5.11. Collaborative Program. An approved EPP that is delivered as the result of a formal written agreement between two or more WVBE-approved EPP providers to enable prospective teachers to receive licensure in a content specialization that is not available at the home IHE and that is approved for the cooperating IHE.

5.12. Cooperating Teacher (For Resident or Student Teacher). An experienced and effective teacher engaged in the purpose of affirming to a beginning teacher the potential for professional growth through continuous improvement. The cooperating teacher is proficient interacting in different interpersonal contexts and is adept in both mentoring and coaching the beginning teacher in a genuine manner that engenders trust. The cooperating teacher is willing to provide instructional support and coach beginning teachers to improve skill and performance no matter what level beginning teachers are performing. Instructional coaching by cooperating teachers is structured around fulfilling standards and performance targets and consists of discussions where the cooperating teachers provides objective feedback on the

beginning teacher's strengths and weaknesses as aligned to both the content standards and West Virginia Professional Teaching Standards.

5.12.a. Effective July 1, 2018, cooperating teachers for clinical experience should, at a minimum: 1) hold a valid West Virginia five-year teaching credential in the content area of the candidate placed in their classrooms with a minimum of three years of teaching experience; 2) hold "Accomplished" or higher as a summative performance rating on the West Virginia Educator Evaluation during the last two years of employment; and 3) have successfully completed a WVBE-approved cooperating teacher course, at no cost to the teacher, or hold or be eligible for the Mentor or Master Mentor Advanced Credential or hold certification through the National Board for Professional Teaching Standards (NBPTS).

5.13. Cooperating Teacher (Out-of-State). Must hold a valid teaching credential beyond the initial license and in the content area of the candidate placed in the candidate's classroom and in the state of the placement and have a minimum of five years of teaching experience or 3-4 years of teaching experience accompanied by a letter of recommendation from the pre-k-12 building administrator with evidence of successful performance (such as educator evaluations) during the last two-years of employment or hold certification through the NBPTS. A cooperating teacher who meets all requirements except the experience requirement may submit an exception request to the WVDE.

5.14. Cooperating school counselor should, at a minimum: 1) hold a valid West Virginia five-year professional student support certificate with a minimum of five years of school counseling experience or 3-4 years of school counseling experience accompanied by a letter of recommendation from the pre-k-12 building administrator; 2) hold "Accomplished" or higher as a summative performance rating on the West Virginia Educator Evaluation during the last two years of employment; and 3) have successfully completed a WVBE-approved cooperating teaching training course, at no cost to the counselor, or hold or be eligible for the Mentor or Master Mentor Advanced Credential, or must be a Licensed Professional Counselor issued through the West Virginia Board of Examiners in Counseling.

5.15. Council for the Accreditation of Educator Preparation (CAEP). The organization that reviews and accredits an EPP based on compliance with CAEP national standards related to the functioning of the EPP. EPPs must have national accreditation or be seeking national accreditation candidacy for its graduates to be licensed to teach in the public schools of West Virginia.

5.16. Diversity. Demonstrated through the variety of personal experiences, values, and world views that arise from differences of culture and circumstance as represented within our state and region and not limited to ethnicity. Each IHE will bring together a full range of backgrounds and perspectives to its teaching, research, service responsibilities, as well as field and clinical placements.

5.17. Educator Preparation Program (EPP). A college, department, or school of education located in an accredited IHE and that delivers WVBE-approved EPPs of study leading to licensure to work in the public schools of West Virginia.

5.18. Educator Preparation Provider Advisory Committee (EPPAC). Comprised of public school and higher education teachers and administrators who advise the chief teacher education officer of the EPP on educator preparation matters. All EPPs offering WVBE-approved EPPs of study leading to licensure to work in the public schools of West Virginia are required to have an EPPAC.

5.19. Educator Preparation Program Review Board (EPPRB). Makes recommendations to the WVBE

regarding the approval of EPPs and content/specialization programs of study leading to licensure to work in the public schools of West Virginia.

5.20. Endorsement. The specialization(s) and grade levels appearing on any license, authorized by the WVBE which govern the legal assignment within the public schools of West Virginia (W. Va. Code §18A-3-2).

5.21. EPP of Study. A course of study or program delivered by a WVBE-approved nationally accredited EPP which includes a WVBE-approved curriculum, and upon successful completion, candidates will be eligible for a license or certificate recognized for employment in the public schools of West Virginia.

5.22. Exemptions. Candidates who meet the identified criteria as defined in section 6.5.c or who are admitted to a WVBE-approved, five-year program that will culminate with a conferred master's degree may be exempt from requirement three in section 5.2 requirement three unless required by institutional policy.

5.23. Extraordinary Circumstances. Factors which are often external, unanticipated, and beyond one's control that normal experience could not foresee or provide for (i.e. unavailability of coursework, illness/death, hardship).

5.24. Field-based and Clinical Experiences. Field-based experiences as described in section 6.7.b.3 and section 6.7.b.4, organized by EPPs to occur across the preparation program. They provide opportunities for candidates to apply knowledge, skill, and dispositions in a variety of settings appropriate to the content and level of each program of study. Both field-based and clinical experiences as described in section 6.7.b.3-5 are structured to ensure significant opportunities to engage with diverse multicultural, at-risk, and special needs) learners. Clinical experiences are completed under the direction of the IHE and cooperating teacher(s). The experiences are arranged by the EPP with the cooperating teachers such that they have a thorough understanding of the EPP's expectations for the candidates during the experiences. During both field-based and clinical experiences, teacher candidates should observe the instruction of other teachers and gain experience working directly with students (i.e., plan and teach lessons). Clinical experiences should link theory and coursework to practice and provide candidates with extensive, scaffolded experiences with increasing responsibilities to further develop their content knowledge and pedagogical skills in authentic practice. Formative feedback sessions should occur within the clinical experience as well as evaluative performance assessments that demonstrate and measure the proficiencies in the professional roles and in the programmatic levels for which candidates are preparing.

5.25. Governing Boards/Bodies. Entities authorizing the delivery of EPP programs of study. Publicly supported EPPs are governed by the WVHEPC while privately supported EPPs are governed by their designated entity.

5.26. License. Any or all the documents issued by the State Superintendent of Schools under state law and regulations of the WVBE that empowers the holder to perform designated services within the public schools.

5.27. Performance-based Assessment. An assessment of a prospective teacher's ability to integrate content, basic professional knowledge, and pedagogical skills in an appropriate educational setting in which the prospective teacher anticipates licensure. Teacher candidates graduating from West Virginia EPPs are required to achieve acceptable performance levels on a teacher performance assessment. (See

section 8.4.c.)

5.28. Regionally Accredited Institution of Higher Education (IHE). A college or university accredited by one of the regional accrediting agencies recognized by the Council for Higher Education Accreditation (CHEA); or by one of the National Faith-Related Accrediting Organizations recognized by CHEA and the United States Department of Education (ED); or by the Accrediting Council for Independent Colleges and Schools to award degrees at a stipulated level, i.e., bachelor's degree, master's degree, and/or doctorate.

5.29. Residency 1. Refers to the first semester of the yearlong clinical experience. Each candidate completing an approved program shall spend a minimum of 14 weeks/250 hours per the first semester of the residency clinical in the classroom placement.

5.30. Residency 2. Refers to the second semester of the yearlong clinical experience. Each candidate completing an approved program shall spend a minimum of 14 weeks/500 hours per the second semester of the residency clinical in the classroom placement.

5.31. Residency Hub. A school site which hosts two or more residents who receive collaborative support from the cooperating teacher, pre-k-12 staff, county leadership, and the EPP.

5.32. Resident Teacher. Pre-service teacher enrolled in a residency model teacher preparation program that culminates in a yearlong residency clinical working with a cooperating teacher. The resident teacher participates in an intensively supervised and mentored clinical experience and residency program for prospective teachers that culminates in a yearlong residency clinical that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia public schools.

5.33. Specialization. The specific teaching, administrative, or student support area listed on the teacher's license to which an employee may be legally assigned within the public schools.

5.34. Specialized Professional Association (SPA). A SPA recognized by the ED or the Council for Higher Education. Examples include, but are not limited to, the National Council of Teachers of English (NCTE) and the National Council of Teachers of Mathematics (NCTM).

5.35. Step 7d Funds. Public School Support Plan (PSSP) funding step, effective 2019-20, to support county-level implementation of comprehensive systems for teacher and leader induction and professional growth. Step 7d funds are allocated among the county boards of education based on needs identified in the strategic plans for continuous improvement of schools and school systems.

5.36. Subject Area Major. A minimum of 30 credit hours in a specific content area.

5.37. Subject Area Minor. A minimum of 15 credit hours in a specific content area.

5.38. Teacher-in-Residence (TIR) Program. A program involving a partnership between a county board of education and an IHE so that the pre-service teacher, during the last semester of the clinical experience, is hired by a county to fill a vacant position that has been posted and no other fully certified teacher has been employed. The TIR is the teacher of record who will receive no less than 65 percent of the state aid formula. TIR programs require authorization of the WVBE pursuant to W. Va. Code §18A-3-1(e).

5.39. Teacher Residency. Component of an educator preparation program that provides teacher candidates with both the underlying theory of effective teaching and a year-long, in-school “residency” in which they practice and hone their skills and knowledge alongside an effective teacher-mentor. Unlike other alternative teaching certification models, residents do not serve as the teacher of record in the classroom.

5.40. West Virginia Licensure Testing Directory. A listing of all WVBE-required licensure exams for teacher certification and for completion of WVBE-approved programs leading to West Virginia licensure. This directory is maintained on the WVDE website. When tests or scores listed in the directory are changed, the validity period for the previously listed tests and/or score shall be one-year from the effective date of the new test and/or score. Exception: tests and/or scores shall remain valid for 12 months after completion of an approved program for licensure where the applicant was continuously enrolled even if the test and/or score has changed.

5.41. Yearlong Resident Clinical. A full academic year, two consecutive semesters, spent in a pre-k-12 school, partnering with an experienced cooperating teacher to develop the professional dispositions of effective teaching. Over the course of the year, teacher residents’ transition from a collaborative, co-teaching role into the lead-teaching role receiving targeted support and feedback designed to prepare novice teachers to be successful upon entering the classroom.

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

6.1. Partnership. All approved EPPs, public and private, shall have partnership agreements with a county board of education to collaborate and promote the development of knowledge, skills, and professional dispositions of their pre-service teachers necessary to demonstrate positive impact on all pre-k-12 students’ learning. The partnership shall be premised in building a vehicle for improving educator preparation, teacher professional learning, and teacher quality across West Virginia.

6.2. Focus. The focus partnership shall be on a strengthening relations and mutually beneficial collaboration between higher education and pre-k-12 schools including community and workforce for clinical preparation that share responsibility for steady improvement of education preparation to support continuous enhancement of teacher quality.

6.3. Agreements.

6.3.a. Components. Agreements must delineate roles, responsibilities, and outcomes for each partner. Agreements shall be designed to promote clinical experience of sufficient depth, breadth, diversity, coherence, and duration to ensure that pre-service teachers demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences are structured to have multiple performance-based assessments at key points within the approved program to demonstrate candidate’s development of the knowledge, skills, and professional dispositions that are associated with a positive impact on the learning and development of all pre-k-12 students. EPPs work with all partners to ensure partnership agreements include:

6.3.a.1. written agreement between all partners filed with the WVDE;

6.3.a.2. defined roles and responsibilities for all partners;

6.3.a.3. duration of clinical experiences at all levels;

6.3.a.4. professional learning activities for the EPP and school(s) included in the partnership(s); and

6.3.a.5. formalized periodic evaluation of the partnership including evaluation of shared accountability, scheduled planning and ongoing feedback between the EPP, school, and county leadership.

6.3.b. Responsibilities.

6.3.b.1. EPPs shall provide a liaison to work with each partnering county board of education and school.

6.3.b.2. EPPs shall outline services and assistance they may provide to the partnering county board of education and school(s).

6.3.b.3. The county board of education or school shall provide access to appropriate placement sites; access to technology and eligible systems; opportunities related to the instruction of students including duties and memberships to committees, meetings, and responsibilities allowed by privacy laws and county relations; and any feasible effort to conduct onsite meetings and/or instruction of pre-service teachers including, but not limited to, methods courses and co-teaching collaboration that includes a college supervisor.

6.3.b.4. The county board of education or school shall include EPP faculty and/or staff in professional learning opportunities that would benefit such faculty and staff to better prepare teachers.

6.3.c. Residency Hub Schools. Partnerships may include residency sites in one of three tiers (effective with programs beginning July 1, 2020).

6.3.c.1. Tier I. Intensive site where resident teacher and cooperating teacher learning is: 1) experiential; 2) collaborative; and 3) connected to and derived from teachers' work with their students. The site must include high-quality induction and professional growth for both the EPP faculty/staff and pre-k-12 teachers. Clinical experiences shall be yearlong and based on the co-teaching model. Sites shall include work that addresses the WVBE areas(s) of focus and priority.

6.3.c.2. Tier II. Progressive site where resident teacher and cooperating teacher learning is: 1) collaborative; and 2) connected to and derived from teachers' work with their students. The site must include high-quality induction and professional growth for both the EPP faculty/staff and pre-k-12 teachers. Clinical experiences may be both yearlong and/or traditional and shall be based on the co-teaching model.

6.3.c.3. Tier III. Partnership site where resident teacher and cooperating teacher learning is: 1) collaborative; and 2) connected to and derived from teachers' work with their students. Clinical experiences shall be based on the co-teaching model.

6.3.d. Funding Opportunities. Tier I and II schools shall have the opportunity to apply annually for a competitive grant where funding is contingent upon funds being available. The grant application shall be submitted to the WVDE following the adopted guidelines and procedures. Awards shall be made yearly for eligible direct services. Grant proposals must include measurable outcomes and plans for sustainability. Priority shall be given to sites addressing the WVBE area(s) of focus and priority.

6.4. Program Components. All undergraduate and graduate EPPs shall consist of three components: pre-professional skills, content specialization, and professional education. The three components, including the associated educational technology knowledge and skills, are necessary to satisfy WVBE -approved program requirements.

6.4.a. All WVBE-approved programs of study shall include instruction in at least the following: WVBE policy and provisions of W. Va. Code governing public education; requirements for federal and state accountability, including the mandatory reporting of child abuse; federal and state mandated curriculum and assessment requirements, including diverse multicultural education, trauma-informed and social-emotional best practices, safe schools, and the student code of conduct; federal and state regulations for the instruction of exceptional students, as defined by the Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 (IDEA); and varied approaches for effective instruction for students who are at-risk.

6.5. Pre-professional Skills Component.

6.5.a. Component Description. Pre-professional skills are those basic skills crucial to a teacher's performance and effectiveness. Competence in these skills underlies a teacher's ability to comprehend, utilize, analyze, synthesize, evaluate, and communicate information. Pre-professional skills common to educational personnel are reading, writing, mathematics, speaking, listening, and educational technology. Component descriptions for reading, writing, and mathematics are found in the study companion for the Praxis, CASE on the Praxis website. Pre-professional skills for speaking and listening are located under the "Resources for Policy 5100" tab found on the WVDE Educator Development and Support web page.

6.5.b. Teacher's Assessment and Proficiency Levels. Prior to a candidate's admission to a WVBE-approved EPP, the provider must verify the quality of the admitted candidate. The provider must demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The teacher candidate must attain the required levels of proficiency in reading, writing, mathematics, speaking, listening, and educational technology as measured by the assessments indicated in this policy, including the CASE, as well as assessments and/or levels established by individual institutions.

6.5.b.1. Effective with cohorts being admitted to programs of study on or after September 1, 2016, the cohort must attain a group average minimum performance in the top 50 percent of the distribution on nationally-normed ability/achievement assessments, such as American College Testing (ACT) Assessment, Scholastic Aptitude Test (SAT), or Graduate Record Examination (GRE).

6.5.b.2. Effective with cohorts being admitted to programs of study on or after September 1, 2016, the cohort must attain a group average minimum GPA requirement of 3.0 in the core subjects and using a 4-point scale with A=4, B=3, C=2, and D=1.

6.5.b.3. The EPP shall establish the assessments and acceptable levels for the speaking,

listening, and educational technology skills.

6.5.b.4. The EPP will include as part of its admission criteria candidates' successful completion of a disposition screening assessment chosen by the EPP.

6.5.c. CASE Exemptions. In lieu of taking the WVBE-approved CASE, prospective teachers completing WVBE-approved programs may provide evidence of:

6.5.c.1. a master's degree from an accredited IHE; or

6.5.c.2. a current or expired West Virginia professional teaching, administrative, or student support service license; or

6.5.c.3. attainment of WVBE-approved composite scores from a single administration of the ACT or the SAT. (See the West Virginia Licensure Testing Directory on the WVDE website for currently approved ACT and SAT scores.) Exemptions found at sections 5.c.1, 5.c.2, and 5.c.3 do not apply to the IHE's required assessments of speaking, listening, and educational technology knowledge and skills. Individuals who currently hold or have held a West Virginia professional teaching, administrative, or student support services license are not required to complete any of the pre-professional skills assessments.

#### 6.6. Content Specialization Component.

6.6.a. Component Description. Content specialization pertains to the specific teaching, administrative, or student support specialization(s) listed on a professional license in accordance with W. Va. Code §18A-3-1. See the West Virginia Licensure Testing Directory on the WVDE website for specific guidelines related to sections 6.a.1 through 6.a.7 for each specialization with the potential for approved program status. WVBE-approved specializations and grade level patterns are found in Policy 5202, Appendix A. The content specialization program standards shall include:

6.6.a.1. WVBE recognized national content specialization standards for the public-school curriculum pertaining to the specialization;

6.6.a.2. WVBE policies or legislative initiatives that have implications for the teaching specialization;

6.6.a.3. state-approved content standards for the public-school curriculum pertaining to the specialization standards;

6.6.a.4. content description(s) for the Praxis II tests identified for the specialization in West Virginia licensure requirements;

6.6.a.5. institutionally identified content standards;

6.6.a.6. preparation standards promulgated by national professional associations for specific specializations and WVBE-approved national accreditors (if applicable); and

6.6.a.7. educational technology skills and knowledge related to specializations offered by the

IHE. See International Society for Technology and Education (ISTE) Teaching Standards referenced under the “Resources for Policy 5100” tab found on the WVDE Educator Development and Support web page.

6.6.b. Standards for Subject-area Content in EPP.

6.6.b.1. Elementary Education (K-6) Programs. Elementary education programs shall include a minimum of 30 credit hours of coursework in English Language Arts, health, mathematics, physical education, science, social studies, and the arts such that the coursework is relevant to the curriculum delivered in the elementary classroom and meets all requirements for all curriculum as defined by the WVBE.

6.6.b.2. Middle Level (5-9) Programs. Individuals completing two middle level programs shall complete the minimum of a subject-area minor in each subject, and meet all requirements for all curriculum as defined by the WVBE.

6.6.b.3. Secondary Level Programs.

6.6.b.3.A. Secondary-level EPPs shall provide that their secondary-level programs (those programs emphasizing the secondary-level grades and including licensure to teach grades 10-12) 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.B. Secondary-level education certification areas for which equivalency in content majors are required: biology, business education, chemistry, general science, foreign languages, physics, and social studies.

6.6.b.3.C. Each secondary-level certification area referenced in section 5.6.b.3.B must meet all content requirements for all curriculum areas as defined by the WVBE, and include an equivalent number of credit hours of subject area content course work to the IHE’s baccalaureate major in the corresponding content field, with the following exceptions:

6.6.b.3.C.1. for a baccalaureate major in a content field in which the credit hours for content course work exceed 48 credit hours, the number of content credit hours in the corresponding secondary-level EPP shall not be less than 48 credit hours.

6.6.b.3.C.2. for secondary-level programs of study in general science and social studies, areas in which there is typically no corresponding baccalaureate degree, the minimum number of required credits hours in the content area shall not be less than 48 credit hours. While the number of content hours in other secondary-level programs of study for certification areas listed in section 5.6.b.3.B is to be at least the equivalent of corresponding baccalaureate degrees, in no instance shall the number of credit hours in the content area of a secondary-level teacher preparation program be less than 36 credit hours.

6.6.b.3.C.3. mathematics programs of study shall include an equivalent number of credit hours of subject area content course work to the IHE’s baccalaureate major in mathematics or WVDE-approved program of study/coursework.

6.6.b.3.D. Each secondary-level certification area referenced in section 5.6.b.3.B must

meet expectations of academic rigor like that of the corresponding baccalaureate degree programs. While the subject-area curriculum of the teacher preparation program may vary somewhat from the subject-area curriculum of the baccalaureate degree program, it must include some form of culminating educational experience in the content area, such as a capstone course. At the discretion of the IHE, the curriculum may include applied courses in the content areas as deemed appropriate.

6.6.b.3.E. All secondary-level education certification areas not referenced in section 5.6.b.3.B except mathematics (see section 5.6.b.3.C.3), must contain a subject-area major as defined in section 5.

6.6.b.3.F. All course work in a secondary-level program of study must be taught by faculty with appropriate in-field academic credentials. Typically, the faculty would serve in the academic department.

6.6.b.4. Within all WVBE-approved programs, IHEs should seek to hire full-time faculty who have a minimum of one degree higher than the degree level at which they are teaching. Faculty shall have a degree(s) and/or professional licensure and/or expertise in the area(s) in which they are teaching.

6.6.c. Mathematics Content in Teacher Preparation.

6.6.c.1. Each elementary (K-6) teacher preparation program must contain:

6.6.c.1.A. three hours of college algebra or verification of college algebra equivalency and a minimum of six hours of college-level mathematics courses that meet WVBE requirements for the discipline, and

6.6.c.1.B. a three-hour course in mathematics methods.

6.6.c.2. Each middle childhood (5-9) mathematics teacher preparation program must contain:

6.6.c.2.A. a course in college algebra or verification of college algebra equivalency and a minimum of 18 hours of college-level mathematics that meet WVBE requirements for the discipline, and

6.6.c.2.B. a three-hour course in mathematics methods.

6.6.d. Reading Content in Teacher Preparation.

6.6.d.1. Each elementary education EPP must contain a minimum of nine credit hours of reading, which includes a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties.

6.6.d.2. Each middle and secondary (Pre-k-Adult, 5-Adult, 9-Adult) preparation program must contain a minimum of three hours of reading in the content area which include a focus on vocabulary, comprehension, and writing.

6.6.e. Special Education Content in Teacher Preparation.

6.6.e.1. All general programs of study must contain a minimum of six hours of preparation in special education, including a focus on the impact of each disability, the use of evaluation data generated from special education to assist with instruction, Individualized Education Programs (IEPs), and the effective and efficient use of consultation that meet WVBE requirements for the discipline.

6.6.e.2. All general EPPs must address the differentiation of instruction for diverse learners.

6.6.f. Instructional Technology Content in Teacher Preparation. All initial EPPs must contain a minimum of three semester stand-alone or embedded hours of preparation in instructional technology incorporating the standards identified in the ISTE Standards referenced under the “Resources for Policy 5100” tab found on the WVDE Educator Development and Support web page.

6.6.g. Teacher’s Assessment and Proficiency Levels. Candidates for completion of a WVBE -approved program shall be required to meet WVBE Praxis II specialty area test score(s) indicated for the anticipated specialization(s). A listing of current WVBE-required tests and passing scores is found in the West Virginia Licensure Testing Directory on the WVDE website.

6.6.h. Support for WVBE-required Praxis Assessment Preparation. EPPs shall have provisions for providing support/remediation for candidates taking any of the WVBE-required Praxis assessments. A listing of current WVBE-required tests and passing scores is found in the West Virginia Licensure Testing Directory on the WVDE website.

6.6.i. Special Education Programs. All special education programs, including gifted and talented, shall align to the Council for Exceptional Children preparation standards and include preparation, implementation, and evaluation of IEPs. Programs must include designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject area content of the general curriculum. A required minimum of 30 credit hours of coursework must include nine credit hours of reading or literacy instruction appropriate to each student’s age and individual learning needs. Content will focus on the essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension for elementary endorsements and fluency, vocabulary, and comprehension for 5-Adult endorsements) as well as how to assess students’ reading or literacy ability and how to identify and correct reading difficulties for all grade levels. All programs must include six credit hours in mathematics, including a course in mathematics strategies for exceptional learners and a course in college-level mathematics. The foundation of knowledge in literacy and mathematics instruction must be sufficient for collaborating with general teachers, teaching, or co-teaching academic subject matter content of the general curriculum to individuals with exceptional learning needs across a wide range of performance levels, and designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.

6.6.j. Effective July 1, 2017, all special education programs must include and designate focused instruction in co-teaching.

## 6.7. Professional Education Component.

6.7.a. Component Description. Professional Education includes the studies and experiences that prepare the prospective teacher to integrate professional pedagogy, content knowledge, and pedagogical content knowledge into successful learning experiences for students. Each IHE is required to develop a

mission statement with specific goals that align with a WVBE-approved national accreditor's standards and the West Virginia Professional Teaching Standards. The mission statement shall include a description of the IHE's focus on data-driven decision-making, continuous improvement, and a snapshot of its prospective professional teachers. The statement will serve as the foundation on which the IHE will base its curriculum and implement the clinical experiences for professional teachers, school administrators, and student support personnel.

#### 6.7.b. Teacher's Assessment and Proficiency Levels.

6.7.b.1. Professional Knowledge Assessment and Proficiency Levels. Candidates completing a WVBE-approved teacher education program for any professional educator license shall pass the WVBE-adopted Principles of Learning and Teaching (PLT) Praxis test that includes the preponderance of the grade levels indicated on the anticipated license. (See exception in section 5.7.b.2 and see the West Virginia Licensure Testing Directory on the WVDE website for a list of WVBE-required tests and passing PLT scores.) The IHE shall, with the cooperating public school(s), collaboratively establish the assessments and acceptable performance levels for the educational technology skills (see ISTE Standards referenced under the "Resources for Policy 5100" tab found on the WVDE Educator Development and Support web page) associated with the professional education component.

6.7.b.2. Clinical Experience Performance Assessment Instruments. Candidates completing a WVBE-approved teacher education program for any professional educator license shall pass an adopted performance assessment. Performance assessment instruments and procedures shall be collaboratively developed by public school administrators, classroom teachers, and teacher education faculty at the institutional level or an EPP may select to use a nationally -normed instrument of teacher performance. Should an IHE choose to select a nationally -normed instrument, passing scores on this instrument as listed in section 5.7.b.2 may be substituted for the PLT score requirement when applying for West Virginia certification. Performance assessment instruments must meet a WVBE-approved national accreditor's guidelines including reliability and validity. The IHE's developed or adopted performance assessment instruments shall:

6.7.b.2.A. be consistent with relevant standards (i.e., West Virginia Professional Teaching Standards referenced under the "Resources for Policy 5100" tab found on the WVDE Educator Development and Support web page appropriate Specialty Program Association Standards, IHE teacher preparation standards, etc.);

6.7.b.2.B. include performance criteria and performance indicators rooted in the relevant standards;

6.7.b.2.C. address the knowledge, skills, and dispositions to be acquired by professional candidates as set forth in program goals;

6.7.b.2.D. have multiple means of measuring candidate performance and impact;

6.7.b.2.E. specify candidate performance expectations, acceptable proficiency levels, and designated benchmarks in the program; and

6.7.b.2.F. provide ongoing, systematic information useful for decision making.

6.7.b.2.G. An adopted teacher performance assessment instrument proficiency level and/or cut score must be set within the acceptable range as established by the assessment's developer based on data from the national pool of test takers, unless the WVBE has established proficiency levels for the specific assessment(s) within the West Virginia Licensure Testing Directory. Effective July 1, 2017, all newly admitted candidates into an EPP shall meet the adopted score/proficiency level for program completion.

6.7.b.3. Field-based Experiences. All teacher candidates completing a WVBE-approved EPP for initial teacher licensure must complete a minimum of 125 clock hours of field experience under the direction of a teacher licensed to teach in the state, by the state's authorized agency, or their university supervisor in which the field experience is occurring, in each area in which they are seeking an endorsement. No less than 85 clock hours of the required 125 shall be completed in a public school. Under extraordinary circumstances, field experiences in a virtual/online environment shall not constitute more than 50 percent of the minimum required experience.

6.7.b.4. Field-based Experiences for Special Education. All teacher candidates completing a WVBE-approved EPP of study leading to an endorsement(s) in an area(s) of special education shall successfully complete the minimum of a significant field experience in the area(s) of special education in which they are seeking an endorsement(s). Teacher candidates seeking an endorsement in special education/multicategorical shall successfully complete field experiences that include instructional and behavioral support for students in each of the areas of emotional/behavioral disorders, mental impairments, and specific learning disabilities.

6.7.b.5. Student Teaching Clinical Experiences Completed in the Public Schools. Each candidate completing an approved program shall spend a minimum of 12 weeks in the clinical portion of the program unless the candidate is able to demonstrate to the satisfaction of the college supervisor and the cooperating public school supervisor that the candidate has achieved the proficiency level in less than the specified time. The clinical experience must be completed under the direction of a teacher licensed to teach in the state and in the content in which the candidate is seeking an endorsement, issued by the state's authorized agency. One exception: candidates who are completing their clinical experience on the job (e.g. candidates seeking alternative certification or on a first-class permit) may not have a teacher licensed in the same content, but instead will have a professional support team as described in W. Va. Code §18A-3C-1. A public school is defined as a state-funded school listed on the official state roster of public schools providing education free to students. The candidate must be assessed during the clinical experience in all specializations for which the candidate is requesting licensure. The IHE is also required to document the candidates' field-based and/or clinical experiences with diverse multicultural, at-risk, and special needs learners at each programmatic level for which they anticipate licensure. Clinical experiences completed in a virtual/online environment shall not constitute more than 50 percent of the minimum required experience. Five exceptions to the programmatic level coverage for required field-based experiences exist in the current system.

6.7.b.5.A. Any pre-k-Adult program of study is required to contain clinical practice at two levels: elementary and middle or high school level. Experience at the middle and high school level not covered during the clinical practice shall be completed by field experience.

6.7.b.5.B. Any K-Adult program of study is required to contain clinical practice at two levels: elementary and middle or high school level. Experience at the middle and high school level not covered during the clinical practice shall be completed by field experience.

6.7.b.5.C. Any 5-Adult program of study is required to contain field-based experiences and clinical practice at a minimum of two different programmatic levels.

6.7.b.5.D. Any 9-Adult program of study is required to contain field-based experiences and clinical practice at a minimum of one programmatic level.

6.7.b.5.E. The elementary education specialization (K-6) is also exempt to the programmatic level coverage for required field-based experiences at each programmatic level for which the candidate anticipates licensure. Clinical practice placement in two grades, a lower and an upper grade, from kindergarten and extending through grade six will satisfy the programmatic level requirement. This exception for elementary education cannot be used to satisfy the requirement for other specializations that require experiences in grades 5-9. If the candidate combines elementary education with another specialization, the required programmatic level placement for the other specialization must be satisfied. These required field-based and clinical-based experiences must be of sufficient duration and quality to enable the candidate to practice and develop skills and complete a performance assessment.

6.7.b.5.F. Programs consisting of a residency/year-long clinical may propose a modification to the programmatic level coverage by submitting a proposal to the EPPRB for review and subsequent WVBE approval.

6.7.b.6. Student Teaching Clinical Experiences Completed in Non-public Schools. Each candidate completing an approved program shall spend a minimum of 12 weeks in the clinical portion of the program unless the candidate is able to demonstrate to the satisfaction of the college supervisor and the cooperating school supervisor that the candidate has achieved the proficiency level in less than the specified time. Clinical experiences completed in a virtual/online environment shall not constitute more than 50 percent of the minimum required experience. The clinical experience must be completed under the direction of a teacher licensed to teach in the state in which the clinical experience is occurring and in the area in which they are seeking an endorsement. The candidate must be assessed during the clinical experience in all specializations for which the candidate is requesting licensure. The IHE is also required to document the candidates' field-based and/or clinical experiences with diverse multicultural education, trauma-informed best practices, at-risk, and special needs learners at each programmatic level for which they anticipate licensure. Five exceptions to the programmatic level coverage for required field-based experiences exist in the current system, as identified in section 5.7.b.5.A-E.

6.7.b.6.A. Six Weeks of Clinical Experience Completed in a Public School and Six Weeks of Clinical Experience Completed in a Non-Public School. IHEs that offer WVBE-approved EPPs must place teacher candidates (student teachers/teacher residents) in a public school for the clinical experience for a minimum of six weeks or fulfill the requirements identified in section 5.7.b.6.A.

6.7.b.6.B. Twelve Weeks of Clinical Experience Completed in a Non-public School. IHEs that offer WVBE-approved EPPs and place student teachers/teacher residents in a non-public school(s) such that the student teacher does not complete a minimum of six weeks of clinical experience in a public school must complete the following requirements:

6.7.b.6.B.1. 200 Clock Hours of Field-based Experiences. An IHE whose student teacher does not complete a minimum of six weeks of clinical experience in a public school shall require the student teacher to complete 200 clock hours of field-based experiences in a public school, as defined

in section 5.7.b.4, under the direction of a public school teacher licensed to teach in the state in which the field experiences are occurring and in the area in which they are seeking an endorsement.

6.7.b.6.B.2. Course for Teacher Candidates Not Completing Six Weeks of Clinical Experience in the Public Schools. Teacher candidates not completing a minimum of six weeks of clinical practice in a public school must complete a WVBE-approved course which is a component of the IHE's WVBE-approved EPP that provides information sufficient to prepare the prospective teacher to demonstrate competence to teach in the public schools of West Virginia. The course shall include instruction in at least the following: WVBE policy and provisions of W. Va. Code governing public education; requirements for federal and state accountability, including the mandatory reporting of child abuse; federal and state mandated curriculum and assessment requirements, including diverse multicultural education, trauma-informed best practices, safe schools and the student code of conduct; federal and state regulations for the instruction of exceptional students, as defined by the IDEA; and varied approaches for effective instruction for students who are at-risk.

6.7.b.6.B.3. As of July 1, 2020, candidates must be placed with a West Virginia certified teacher in a non-public school for their entire clinical experience. The non-public school must be accredited through a WVBE-approved accreditation agency as prescribed in §126CSR13C, Policy 2330, Nonpublic School Accreditation (Policy 2330).

#### 6.8. Yearlong Residency Minimum Requirements.

6.8.a. Effective July 1, 2021 with the freshman cohort, all EPPs with WVBE-approved programs of study leading to West Virginia educator licensure must begin the transition to a full residency model by including a minimum of one program with a yearlong residency pathway as the final clinical experience as defined in section 5 for candidates completing their program.

6.8.b. Authorization. The agreement established between an IHE and county board of education must be approved by the WVBE.

6.8.c. Yearlong Residency Clinical Experiences must be completed in the public schools or in a non-public school that has been accredited through a WVBE-approved accreditation agency as prescribed in Policy 2330. Each candidate completing an approved program shall spend a minimum of 14 weeks per semester for two consecutive semesters in the clinical portion of the program unless the candidate is able to demonstrate to the satisfaction of the college supervisor and the cooperating public school cooperating teacher that the candidate has achieved the proficiency level in less than the specified time.

6.8.c.1. Residency 1 refers to the first semester of the yearlong clinical experience. Each candidate completing an approved program shall spend a minimum of 14 weeks/250 hours per the first semester of the residency clinical in the classroom placement.

6.8.c.2. Residency 2 refers to the second semester of the yearlong clinical experience. Each candidate completing an approved program shall spend a minimum of 14 weeks/500 hours per the second semester of the residency clinical in the classroom placement.

6.8.c.3. The yearlong residency clinical experience must be completed under the direction of a teacher licensed to teach in the state and in the content in which the candidate is seeking an endorsement, issued by the state's authorized agency. Candidates who are completing their clinical

experience as the teacher of record (e.g., candidates seeking alternative certification or on a first class permit) will have professional support team in lieu of a cooperating teacher as described in W. Va. Code §18A-3C-1. The candidate must be assessed during the clinical experience in all specializations for which the candidate is requesting licensure. Candidates must successfully complete all Praxis II exams prior to entering Residency 2. The IHE is also required to document the candidates' field-based and/or clinical experiences with diverse multicultural, at-risk, and special needs learners at each programmatic level for which they anticipate licensure. Yearlong clinical experiences completed in a virtual/online environment shall not constitute more than 50 percent of the minimum required experience. Five considerations for the programmatic level coverage for required field-based experiences exist in the current system.

6.8.c.3.A. Any pre-k-Adult program of study is required to contain clinical practice at a minimum of one programmatic level. Experience at the elementary, middle, and high school level not covered during the clinical practice shall be completed by field experience.

6.8.c.3.B. Any K-Adult program of study is required to contain clinical practice at a minimum of one programmatic level. Experience at the elementary, middle, and high school level not covered during the clinical practice shall be completed by field experience.

6.8.c.3.C. Any 5-Adult program of study is required to contain clinical practice at a minimum of one programmatic level. The level not covered during the clinical practice shall be completed by field experience.

6.8.c.3.D. Any elementary program of study (K-6) is required to contain clinical practice at a minimum of one programmatic level. The level not covered during the clinical practice shall be completed by field experience.

6.8.c.3.E. Any elementary program of study (K-6) is required to contain clinical practice at a minimum of one programmatic level. The level not covered during the clinical practice shall be completed by field experience.

6.8.c.3.F. Any 9-Adult program of study is required to contain field-based experiences and clinical practice at a minimum of one programmatic level.

6.8.c.4. Residents who have not completed their content exam when applying for the Yearlong Resident Permit will be issued a Short-Term Residency Permit. All content exams must be successfully completed prior to applying for the Long-Term Residency Permit.

6.8.c.4.1. Residents may be permitted to substitute during Residency 2 with county approval and if the resident meets the following criteria: 1) resident must hold a Long-Term Residency Permit, 2) substitute days may not exceed one day per week, 3) residents may only substitute in the host school of their yearlong residency placement, and 4) the resident and cooperating teacher must have advanced notice of the requested day and both be in agreement to be away from the assigned classroom for the day.

6.8.c.5. Resident Emails. Each candidate completing an approved yearlong residency clinical experience, as defined in section 5 for candidates completing their program, shall be assigned a k-12 email address by the county for the duration of the residency to allow for the full immersion of the student resident into the school environment.

**§126-114-7. Alternative Preparation Program Requirements.**

7.1. General Requirements. In accordance with W. Va. Code §§18A-3-1a through 18A-3-1i, alternative preparation programs must meet the criteria specified in Policy 5901.

**§126-114-8. Teacher-in-Residence (TIR) Programs.**

8.1. Provisions. An IHE with a WVBE-approved EPP in the state may enter into an agreement with a county board of education to establish a TIR program.

8.2. TIR Minimum Requirements.

8.2.a. The prospective TIRs shall: 1) have completed the content preparation courses with a minimum 3.0 GPA; 2) have the proficiency score(s) on the state competency exam(s) in pre-professional skills or qualify for an exemption as described in section 5.5.c; and 3) have met the proficiency score(s) on the state competency exam(s) in content or qualify for an exemption as described in Policy 5202 in the area for which the prospective TIR is seeking certification.

8.2.b. The prospective TIRs shall only be eligible to serve in a teaching position in the county which has been posted and for which no other fully certified teacher has been employed.

8.2.c. The agreement between the IHE and the county board of education shall include the specifics regarding the program of instruction and the responsibilities for supervision and mentoring by the IHE, the school principal, peer, and mentor teachers.

8.2.d. The salary and benefit costs for the position to which the TIR is assigned shall be used only for program support and to pay the TIR a stipend that is no less than five percent of all state aid funding.

8.2.e. The prospective TIR shall be either in the student teaching semester and hold a student teaching permit or be in Residency 2 and hold a Long-Term Resident Permit.

8.2.f. The prospective TIR shall satisfy the requirements for the TIR Permit as identified in Policy 5202.

**§126-114-9. Professional Educator Preparation Program (EPP) Requirements: Student Support and Administration.**

9.1. Program Components. All student support and administrative preparation programs shall consist of three components: pre-professional skills, content specialization, and professional education. The three components, including the associated educational technology and skills, are necessary to satisfy WVBE-approved program requirements.

9.2. Pre-professional Skills Component. All provisions of this component described for teaching specializations (see section 6.5) apply for student support and administrative specializations.

9.3. Content Specialization Component. All provisions of this component described for teaching specializations (see section 6.6) apply for student support and administrative specializations except in

section 5.6.a.3, state-approved content standards and for the public school curriculum pertaining to the specialization standards.

9.3.a. Instructional Technology Content in Student Support and Administrator Preparation. All student support and administrator preparation programs must contain a minimum of three semester hours of preparation, stand alone or embedded, in instructional technology which incorporate the standards (see ISTE Standards referenced under the “Resources for Policy 5100” tab found on the WVDE Educator Development and Support web page).

#### 9.4. Professional Education Component.

9.4.a. Component Description. The professional education component for student support services and administrative programs prepares the candidate to integrate the professional pedagogy and the specialization knowledge and skills in an educational setting for the delivery of effective student support services programs or effective leadership roles in an educational setting. The professional education standards are listed under the “Resources for Policy 5100” tab found on the WVDE Educator Development and Support web page).

9.4.b. Component Assessment. The component shall be assessed as part of the program review process.

9.4.b.1. Performance assessment instruments and procedures shall be developed at the institutional level or adopted as specified in section 5.7.b.2 and procedures for their administration shall be based on the professional education standards listed under the “Resources for Policy 5100” tab found on the WVDE Educator Development and Support web page) and those performance indicators that are implied in the content specialization standards.

9.4.b.2. The acceptable proficiency level on the professional performance assessment shall be established collaboratively by public school administrators, student support personnel or administrators, and teacher education faculty or an adopted teacher performance assessment instrument proficiency level and/or cut score must be set at or above the national average adopted score/proficiency level or instrument developer recommended score/proficiency level.

#### 9.4.c. Teacher’s Assessment and Proficiency Levels.

9.4.c.1. Professional Knowledge Assessment and Proficiency Levels. Each candidate completing a WVBE-approved program shall be assessed using the IHE’s developed or adopted performance instrument(s) and procedures developed collaboratively with cooperating public-school personnel. A candidate for a student support services specialization is required to complete a performance assessment in each specialization for which licensure is requested. The specialization will be the pre-k-Adult programmatic level. The performance assessment must be completed at two programmatic levels: elementary, and middle or high school level. Experience at the middle and high school level not covered during the clinical practice shall be completed by field experience.

9.4.c.2. The performance assessments for administrative endorsements shall be administered by a local team composed of the higher education supervisor and public-school cooperating personnel or their specified designee. When a public school cooperating teacher is not available to administer the performance assessment, IHE may designate an IHE-based clinical supervisor in lieu of the

public school supervisor. Verification that the candidate has attained the proficiency level shall be determined by both college supervisor and cooperating public school personnel, except where the IHE-based clinical supervisor is used under the conditions noted.

**§126-114-10. Additional Program Requirements.**

10.1. Educator Program Provider Advisory Council (EPPAC). Each EPP that offers a WVBE -approved EPP of study shall have an EPPAC comprised of representatives from college and university educators, teacher candidates, public school administrators and classroom teachers, and community representatives. The WVDE shall appoint a liaison to serve as a member of each institution's EPPAC. The liaison to the IHE from the WVDE shall serve in a nonvoting role. EPPAC serves as an advisory body to the EPP's chief officer in developing and reviewing all programs and policies for the preparation of educational personnel with the EPP. The EPPAC shall meet at least once a semester and shall review matters pertaining to the preparation and licensure of teachers including the following:

10.1.a. new and revised preparation programs;

10.1.b. admission, retention and exit criteria;

10.1.c. pre-professional skills, including trauma-informed and social-emotional best practices, content specialization, and professional education assessments;

10.1.d. educational technology activities and assessments;

10.1.e. annual testing and supply/demand reports;

10.1.f. WVBE and national program reviews and findings;

10.1.g. WVBE educational preparation and licensure policies and statutes;

10.1.h. recruitment of students;

10.1.i. clinical and field experiences; and

10.1.j. development and preparation of policies and programs for inclusion in WVBE self-study materials.

10.1.k. EPP of Study Modifications. Substantive program of study modification, (e.g., addition or deletion of courses, significant changes in course content or clinical experiences), must be submitted to the EPPAC for review. Following the EPPAC review, the EPP's administrator for programs of study shall submit a letter summarizing the nature of changes and new curriculum summary sheet to the WVBE. An EPP may change up to 25 percent of a teaching certification program's credit hours in either the professional knowledge components or the content specialization courses without EPPRB re-approval. (This applies to adding/dropping courses, not content changes to courses.) If more than 25 percent of a program's credit hours change from the initial EPPRB approval or last EPPRB approval of a revision in either the professional knowledge components or the content specialization courses, then the EPP must resubmit the proposed changes to the EPPRB for review and re-approval. After its review of proposed program modifications, the EPPRB will submit its recommendation for acceptance or rejection of the

proposed changes to the WVBE. The WVBE shall acknowledge by letter to the IHE's administrator for programs of study the WVBE's acceptance or rejection of the modification. If accepted, the modification shall be incorporated into the EPP's approved program materials on file with the WVBE and with a WVBE-approved national accreditor. Any changes made to an existing WVBE-approved EPP shall be included in the IHE's annual report submitted to the WVBE-approved national accreditor and will subsequently be reviewed as part of the accreditation review process.

10.1.I. An executive summary, including supporting appendices of all EPPAC meetings, shall be included in the EPP's annual report.

10.2. Second Field/Programmatic Level Requirements. An EPP may offer specializations at single or multiple programmatic levels as found in Policy 5202, Appendix A. However, the IHE may establish a policy related to the number of programmatic levels and specializations required for a candidate to satisfy an approved program and recommendation for licensure except for specializations identified in section 9.3.

10.3. Specialization Prerequisites, Restrictions, and Timelines.

10.3.a. Reading Education. Reading education must be taken in combination with a general education specialization leading to an endorsement on a Professional Teaching Certificate. The reading education endorsement shall reflect those grade levels that appear on an individual's Professional Teaching Certificate as they relate to the general education endorsement(s).

10.3.b. Special Education. Effective July 1, 2016, individuals who were admitted to EPPs in autism, emotional/behavior disorders (excluding autism), mental impairments (mild/moderate), multi-categorical, and specific learning disabilities and who held, qualified for, or were simultaneously completing a specialization in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, and/or social studies, may be recommended for licensure at which time they have met to the satisfaction of the IHE's content requirements of the WVBE-approved program.

10.3.b.1. Additional Endorsement in Autism. Individuals who hold a Professional Teaching Certificate endorsed in Emotional/Behavior Disorders, Multi-Categorical Special Education, Mental Impairment (Mild/Moderate), Severe Disabilities, or Pre-School Special Needs or the equivalent to these endorsements as previously defined in this policy may receive an additional endorsement in Autism provided they make application and successfully complete six semester hours of coursework in Autism from a regionally accredited IHE.

10.3.b.2.A. Field Experience. Effective July 1, 2012, a minimum of 50 percent of three of the six semester hours of coursework must be comprised of field-based experiences or applicant must provide written verification of a minimum of 30 hours of field-based experiences serving students with Autism.

10.4. Program Requirements, Assessments, and Test Scores.

10.4.a. Validity of Test Scores.

10.4.a.1. The licensure tests and passing scores required by the WVBE as set forth in this policy shall remain valid for 12 months after completion of an approved program for licensure (as stated in Policy 5202, section 4.71.a) where the applicant was continuously enrolled even if the test and or score

required by this policy has changed.

10.4.a.2. A candidate whose test and/or scores do not meet current testing requirements at the time of application for licensure is required to satisfy current tests and passing scores.

10.4.b. Failure to Apply for Licensure. A candidate who fails to apply for licensure within 12 months from the date of completing an approved program for licensure is required to satisfy any current and additional test and program components in effect at the time of application and to comply with conditions outlined for the validity period.

10.4.c. Tests Required for New Specializations on a Professional Certificate. A candidate who wishes to add a new specialization to the candidate's Professional Teaching Certificate by completing an approved program at an accredited IHE is required to satisfy, in addition to the approved program content requirements, the content test requirement, if a test is required. It is assumed that a candidate who holds a Professional Teaching Certificate has previously satisfied requirements in preprofessional skills and professional education components and that a candidate who holds either the Professional Support or Professional Administrative Certificate has satisfied the preprofessional skills component. Institutions may modify this requirement for a candidate seeking an additional specialization based on the candidate's work or career experiences. In addition to satisfying the approved program content requirements and testing requirements for the new content specialization, if available, individuals wishing to add a new specialization to the Professional Teaching Certificate must also complete a supervised practicum which includes a performance assessment as defined in section 5.7.b. EPPs will determine the method for and the amount of clinical and/or field-based experiences necessary to satisfy the requirements specified in section 5.7.b.2.

10.4.d. Content test requirement as a requirement of program completion: Effective January 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the West Virginia Licensure Testing Directory on the WVDE website as a requirement of program completion.

10.4.e. Content test requirement as a requirement for clinical experience. Effective July 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the West Virginia Licensure Testing Directory in order to enter the student teaching assignment/clinical experience component of the WVBE-approved program. Speech-language pathologist candidates are exempt from this requirement and do not need to provide passing content proficiency scores prior to completing the clinical experience.

**§126-114-11. Authorization and Accreditation Requirements.**

11.1. Institutional Authorization. A publicly supported EPP must be authorized by its governing board to offer programs of study leading to West Virginia licensure, evidenced by a letter from the WVHEPC. In the case of EPPs housed in private IHEs, a letter from the chief executive officer of the entity authorizing the EPP of study must be provided.

11.2. Institutional Accreditation. An IHE offering WVBE-approved programs of study must hold regional accreditation as defined in section 5.

11.3. National Accreditation. All EPPs offering programs of study that lead to licensure to work in the

public schools of West Virginia must meet WVBE-approved national accreditor's eligibility criteria or be in the WVBE-approved national accreditor's candidacy process.

11.3.a. Association for Advancing Quality in Educator Preparation (AAQEP). All guidance to be found in the policy document(s) and AAQEP Guide.

11.3.b. Council for the Accreditation of Educator Preparation (CAEP). All guidance to be found in the CAEP policy document(s) and CAEP Handbook.

11.4. All adopted accreditation standards and processes can be found on the WVDE Office of Educator Development and Support home page.

**§126-114-12. Education Preparation Program (EPP) Approval Process.**

12.1. Granting of Approved Program Status. The WVBE is the statutory body with the authority to recognize EPPs leading to the licensure of teachers to serve in the public schools of West Virginia. The EPPRB will recommend approval status to the WVBE consistent with section 11.2.d.

12.2. Initial Program Provider Approval.

12.2.a. Request for Institutional Approval. An IHE that does not currently offer WVBE-approved programs and that meets eligibility criteria to become a WVBE-approved national accreditor's candidate may notify the WVBE of its desire to become an EPP provider and offer programs of study leading to licensure of teachers to serve in the public schools of West Virginia. This notification must be submitted in writing to the WVBE as least one-year prior to the anticipated implementation date of the proposed program(s).

12.2.b. Prerequisite Requirements. Effective July 1, 2016, an IHE seeking approval to offer a WVBE -approved EPPs must meet authorization and accreditation requirements indicated in section 12 prior to the review of the proposed program.

12.2.c. Proposal. Proposal and program approval procedures and requirements for a new EPP are described in administrative guidelines available from the WVBE.

12.2.d. EPP Approval Status. The WVBE may grant Initial Approval Status to new programs of study prior to their inclusion in the EPP's accreditation review. Also, the WVBE, upon recommendation of EPPRB, may classify the status of EPPs and additional programs as follows: Initial Approval Status, Continuing Approval Status, and Probationary Approval Status.

12.2.d.1. Initial Approval Status. Following a review and recommendation by the EPPRB, the WVBE may grant initial approval to a new EPP and/or new program of study that has not previously been included in the EPP's accreditation review or that have not previously been offered by the EPP. Initial Approval Status may be granted by the WVBE for a period of five years. The EPP will be required to document in its annual report that the progress it is making ensures the success of its graduates to promote student achievement in the public schools in the IHE's service region. During the Initial Approval Status stage, the EPP may recommend graduates for West Virginia certification.

12.2.d.2. Continuing Approval Status. Following a review and recommendation by the EPPRB,

the WVBE may grant Continuing Approval Status to those EPPs and/or program that have received Full Accreditation. To maintain Continuing Approval Status programs with the WVBE, EPPs must undergo the accreditation review and receive regular approval according to the accreditor's guidelines.

12.2.d.3. Probationary Approval Status. Following a review and recommendation by the EPPRB, the WVBE may assign Probationary Approval Status to EPPs and/or programs that have been assigned Probationary Approval Status by their WVBE national accreditor.

12.2.e. In the event of a national accreditation revocation or denial of accreditation of an EPP, the EPPRB will review the accreditor's evaluation of the EPP and make a recommendation to the WVBE.

### 12.3. Review of Programs of Study.

12.3.1. Programs shall seek national or state recognition once 10 candidates have completed the program or when program reports are due for an upcoming WVBE-approved accreditation visit. The failure of any program to obtain national or state recognition may be subject to having the EPP's program approval status. The WVBE may choose to grant the program probationary status for a defined time period while recognition is sought or to terminate the certification authority of the program. During a period of probation, no new candidates may be admitted to the program, and existing candidates must be informed of the probationary status of the program. If certification authority is terminated by the WVBE, no new candidates can be admitted, and the existing candidates have two years to complete the program. If existing candidates do not complete the program within two years or a WVBE-approved time period, they must transfer to another WVBE-approved program of study or program provider or they will not be eligible for licensure. When any EPP is terminated, the IHE shall notify all current and potential internal candidates of the status of its program.

### **§126-114-13. Educator Preparation Program Review Board (EPPRB).**

13.1. EPPRB Purpose. The WVBE has created the EPPRB to make recommendations to the WVBE regarding initial and continuing EPP approval.

13.2. EPPRB Composition. The EPPRB shall be comprised of seven voting members selected from a pool of trained EPP of study assessors/examiners. Three members shall represent higher education with two representatives appointed by the WVHEPC and one representative appointed by the West Virginia Independent Colleges and Universities. Three members shall represent public education, grades pre-k-Adult, appointed by the WVBE. Each year the chairperson of the WVCPTS shall appoint a higher education representative of the WVCPTS to the EPPRB. The terms of the EPPRB members shall be for three years. EPPRB members must exempt themselves from deliberations and actions related to the status of an EPP if employed by that IHE or serving as a team member during the IHE's program review. EPPRB members may not be appointed to serve more than two consecutive terms. There will be one non-voting, content specific, consultative member from the WVDE staff assigned to each program proposal review to identify and evaluate content quality and alignment with state standards.

13.3. EPPRB Functions. The primary functions of the EPPRB are to review and make recommendations regarding:

13.3.a. documents submitted by EPPs requesting Initial Status for a new EPP of study that has not previously been included in any WVBE-approved national accreditation review;

13.3.b. documents related to EPP proposed content specializations that have not previously been included in the WVBE-approved national accreditation review;

13.3.c. documents submitted by EPPs requesting Approval Status for a Revised Program of Study; and

13.3.d. approval of a new EPP that desires to deliver an EPP of study that leads to licensure to work in the public schools of West Virginia.

13.4. EPPRB Procedures. EPPRB members must exempt themselves from deliberations and actions related to the status of an EPP if a member is a current employee of that EPP or served as a team member during the EPP's national accreditation review. The EPPRB shall meet at least once each semester unless no materials have been submitted to it for review and recommendation. Any new content specialization recommended for implementation will be recommended for approval on a timeline consistent with the EPP's national accreditation review cycle. If the EPPRB determines and verifies in its written report that a proposed new program of study or content specialization has serious weaknesses or lacks verification that the standards have been met, the EPPRB may recommend that the WVBE not grant approval. WVBE guidelines are developed for procedures for the operation of the EPPRB.

13.5. EPPRB Process for Review and Re-approval of a Revised Program of Study. An EPP may change up to 25 percent of a teaching certification program's credit hours from original WVBE-approved program in either the professional knowledge components or the content specialization courses without WVBE re-approval. (This applies to adding/dropping courses, not content changes to courses.) If substantive changes are made or more than 25 percent of a program's credit hours change from the initial EPPRB review or last WVBE approval of a revision in either the professional knowledge components or the content specialization courses, then the EPP must resubmit the proposed changes to the EPPRB for review and WVBE re-approval.

**§126-114-14. Procedures for Initiating a New Content Specialization (Educator Preparation Program (EPP) of Study).**

14.1. Authorization. An EPP currently delivering approved programs of study must obtain approval from its governing board/body for the implementation of any new program prior to seeking review by the WVBE. All EPPs participating in the collaborative delivery of a program shall obtain the authorization of their respective boards/bodies.

14.2. Self-Study. An EPPAC review of the new content specialization/program of study must be documented.

14.3. EPPRB. The self-study shall be submitted to the EPPRB for review. Upon review of the self-study, the EPPRB may:

14.3.a. recommend to the WVBE that the program of study be granted Initial Program Approval status and allow the program to be implemented, with the terms and conditions described in section 5; or

14.3.b. require additional documentation (written and/or as a result of an on-site review) to

further determine the program's readiness for implementation; or

14.3.c. require additional program development before the program is recommended for implementation. The EPP may request technical assistance from the authorized agency as provided in section 20.

**§126-114-15. Procedures for WVBE Approval for a Revised Educator Preparation Program (EPP) of Study.**

15.1. Authorization. An EPP currently delivering approved programs of study must obtain approval from its governing board/body as defined in section 5 for the implementation of programs of study that have a significant change from the program of study initially approved by WVBE as defined in section 12.

15.2. Proposal. The EPP must develop a proposal that addresses all criteria established in the WVBE Administrative Guidelines. An EPPAC review of the revised program must be documented.

15.3. EPPRB. The proposal shall be submitted to the EPPRB for review. Upon review of the proposal, the EPPRB may:

15.3.a. recommend to the WVBE that the revised program of study be granted "Approval for a Revised EPP of Study" and allow the program to be implemented with the terms and conditions described in section 5; or

15.3.b. require additional documentation (written and/or as a result of an on-site review) to further determine the program's readiness for implementation; or

15.3.c. require additional program development before the program is recommended for implementation. The EPP may request technical assistance from the authorized agency as provided in section 20.

**§126-114-16. Procedures for WVBE Approval of a New Educator Preparation Program (EPP) Provider Not Currently Approved to Offer Educator Preparation Programs (EPPs) of Study Leading to Licensure.**

16.1. Authorization. An EPP not currently delivering approved programs of study and that meets a WVBE-approved national accreditor's eligibility criteria and is in the WVBE-approved candidacy process must obtain approval from its governing board/body as defined in section 5 prior to seeking review and approval by the WVBE. All EPPs participating in the collaborative delivery of a program shall obtain the authorization of their respective boards/bodies.

16.2. Proposal. The EPP must develop a proposal that addresses all criteria established by its WVBE-approved national accreditor and WVBE.

16.3. Educator Preparation Program Review Board (EPPRB). The proposal shall be submitted to the EPPRB for review. Upon review of the proposal, the EPPRB will make a recommendation to the WVBE about whether the EPP should receive initial approval to offer educational preparation programs of study that result in licensure to work in the public schools of West Virginia. Upon receiving approval to become an EPP in West Virginia, the EPP may then submit programs of study to the EPPRB for a recommendation for Initial Approval Status as defined in section 5.

**§126-114-17. Procedures for Initiating and Evaluating a Pilot Program.**

17.1. Pilot Programs. An EPP currently offering approved programs of study may seek approval for a pilot preparation program in a teaching, student support services or administrative area in a non-traditional manner or where there is no current WVBE-approved specialization leading to West Virginia licensure provided the proposal contains enough justification to warrant the new specialization. The EPP is encouraged to collaborate with the WVDE during the program's initial planning stage. The EPP must identify the program objectives for the experimental program from which the curriculum shall be developed. All aspects for the review and approval of an experimental program, other than WVBE adopted program objectives, are the same as those outlined in section 15. The experimental programs must comply with the guidelines adopted by the WVDE.

17.2. Evaluation Options. An EPP operating approved programs of study may seek approval for a waiver from component requirements and/or procedures in current policy for evaluation purposes to determine if the alternative process described in the waiver prepares candidates who perform as effectively as candidates who have been prepared according to the component requirements in current policy. Such request must be in writing and submitted to the EPPRB.

17.3. Proposal and Reporting Guidelines. An EPP that seeks approval to offer a pilot program or a waiver of current policy must submit the proposal in research format by clearly indicating the objective of the project, the persons and agencies involved, the duration of the project, the assessment procedures and time lines, and the project coordinator. The EPP must also agree to prepare and submit a summary of its findings to the EPPRB, the WVCPTS, and the WVDE.

17.4. Validity Period of Experimental Program. The experimental pilot program may operate for a maximum of five-years. The EPP must present required program data to the WVDE/EPPRB within three to five years of operating an experimental pilot program. After three-years of operating a pilot program, an EPP may request initial approval, as defined in section 13, by submitting the summary of the pilot program data along with a proposal for initial approval status to the EPPRB for review and recommendation.

**§126-114-18. Educator Preparation Program (EPP) Approval Waiver.**

18.1. Waivers for new EPPs may be granted by the WVBE based on critical teacher shortage areas and subject to WVBE-approved national accreditation guidelines.

18.2. Programmatic level changes. EPPs with a secondary 5-Adult WVBE-approved program of study in mathematics or general science may recommend candidates for 5-9 licensure if a candidate has completed all 5-Adult program requirements, completed a middle school clinical experience, and obtained a passing score on the 5-9 required Praxis exam.

**§126-114-19. Technical Assistance.**

19.1. Technical Assistance in Program Development. At the request of a West Virginia EPP provider, the WVDE shall provide technical assistance for purposes of program development.

**§126-114-20. Federal Monitoring.**

20.1. Recent federal legislation will require the WVDE to conduct institutional monitoring following federally established guidelines. Federal monitoring requirements will be implemented pursuant to the procedures set forth in this policy whenever possible.

**§126-114-21. Severability.**

21.1. If any provision of this policy or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this policy.

**Appendix A**  
**West Virginia Teacher Residency Model**

A teacher residency program is a school-based teacher preparation program offered in partnership with a county in which a prospective teacher:

- A. is selected through a rigorous admissions process that is designed to:
  - a. attract candidates with the ability to acquire the skills needed to support student learning and positively impact pre-k-12 student achievement;
  - b. support the data-driven human capital needs of the county partnering with the program; and
  - c. prioritize recruitment of individuals who reflect the communities in which they will teach and from underrepresented populations in the teaching profession.
  
- B. teaches alongside an effective teacher of record, for not less than two consecutive semesters, who meets WVBE requirements as determined by policy.
  
- C. receives concurrent instruction as part of a cohort of residents during the year:
  - a. through courses that may be taught by county-designated personnel and/or by faculty of the EPP that integrate pedagogy, classroom practice, and promote effective teaching skills; and
  - b. in the content area in which the teacher will become certified or licensed.
  
- D. acquires effective teaching skills, as demonstrated through completion of a residency program, or other measure determined by the WVBE, which includes a teacher performance assessment.
  
- E. receives support from effective and experienced cooperating teachers:
  - a. who were carefully selected based on measures of teacher effectiveness and appropriate subject area knowledge; and
  - b. who receive training and compensation for serving as cooperating teachers.
  
- F. is included in the county induction program and pre-k-12 school induction programs process for support.

## Appendix B

**Approved Standards for Program Development and for Completion of  
West Virginia Approved Programs Leading to West Virginia Licensure**

**GENERAL EDUCATION SPECIALIZATIONS****Approved Program Specializations**

AGRICULTURE			
Standards Required	National Standards: <i>None</i> **This endorsement is not eligible to be added to a professional certificate under the option in section 21.1.b of this policy.	Current Content Praxis Test Topics	Current state-approved content standards
AMERICAN SIGN LANGUAGE (Pre-k-Adult) **			
Standards Required	National Standards: <i>American Sign Language (ASL) Teacher Association</i>		Current state-approved content standards
**Note: A candidate who holds valid certification through the ASL Teaching Association or valid National Interpreter Certification through the Registry of Interpreters for the Deaf is not required to satisfy the Sign Language Proficiency Interview: ASL Proficiency Interview (Gallaudet University) requirement or PRAXIS Assessment of Signed Communication ASL .			
ART			
Standards Required	National Standards: <i>Standards for Art Teacher Preparation</i>	Current Content Praxis Test Topics	Current state-approved content standards
BIOLOGY			
Standards Required	National Standards: <i>National Science Teachers Association (NSTA)</i>	Current Content Praxis Test Topics	Current state-approved content standards
BUSINESS EDUCATION			
Standards Required	National Standards: <i>None</i>	Current Content Praxis Test Topics	Current state-approved content standards
BUSINESS EDUCATION/MARKETING			
Standards Required	National Standards: <i>National Standards for Business Education</i>	Current Content Praxis Test Topics	Current state-approved content standards
CHEMISTRY			
Standards Required	National Standards: <i>NSTA*</i>	Current Content Praxis Test Topics	Current state-approved content standards
CHINESE			
Standards Required	National Standards: <i>American Council on the Teaching of Foreign Languages (ACTFL)</i>		Current state-approved content standards
COMPUTER SCIENCE EDUCATION			
Standards Required	National Standards: <i>International Society for Technology in Education (ISTE)*</i>		Current state-approved content standards
DANCE			
Standards Required	National Standards: <i>National Dance Association</i>		Current state-approved content standards

DRIVER EDUCATION			
Standards Required	National Standards: <i>None</i>	Current Content Praxis Test Topics	Current state-approved content standards
EARLY CHILDHOOD EDUCATION (K-4)			
Standards Required	National Standards: <i>Association for Childhood Education International (ACEI) or CAEP-identified standards</i>	Current Content Praxis Test Topics	Current state-approved content standards
EARLY EDUCATION (Pre-k-K)			
Standards Required	National Standards: <i>National Association for the Education of Young Children* (NAEYC)</i>	Current Content Praxis Test Topics	Current state-approved content standards
EARTH AND SPACE SCIENCE (5-AD)			
Standards Required	National Standards: <i>NSTA</i>	Current Content Praxis Test Topics	Current state-approved content standards
ELEMENTARY EDUCATION (K-6)			
Standards Required	National Standards: <i>ACEI or CAEP-identified standards or CAEP Elementary Performance Standards K-6</i>	Current Content Praxis Test Topics	Current state-approved content standards
ELEMENTARY MATHEMATICS ENDORSEMENT (K-6)			
Standards Required	National Standards: <i>ACEI or CAEP-identified standards, WV Elementary Mathematics Specialty Standards for Endorsement Programs</i>		Current state-approved content standards
ELEMENTARY MATHEMATICS SPECIALIZATION (K-6)			
Standards Required	National Standards: <i>National Council of Teachers of Mathematics (NCTM)</i>		Current state-approved content standards
ELEMENTARY MATHEMATICS SPECIALIST (K-6)			
Standards Required	National Standards: <i>NCTM, WV Elementary Mathematics Specialist Standards for master's degree Programs</i>		Current state-approved content standards
ENGLISH (5-Adult)			
Standards Required	National Standards: <i>National Council for Teachers of English* (NCTE)</i>	Current Content Praxis Test Topics	Current state-approved content standards
ENGLISH (5-9)			
Standards Required	National Standards: <i>NCTE*</i>	Current Content Praxis Test Topics	Current state-approved content standards
ENGLISH AS A SECOND LANGUAGE (Pre-k-Adult)			
Standards Required	National Standards: <i>Teachers of English to Speakers of Other languages (TESOL)</i>		Current state-approved content standards

FAMILY AND CONSUMER SCIENCE			
Standards Required	National Standards: <i>National Association of State Administrators of Family and Consumer Science</i>	Current Content Praxis Test Topics	Current state-approved content standards
FRENCH			
Standards Required	National Standards: <i>ACTFL</i>	Current Content Praxis Test Topics	Current state-approved content standards
GENERAL, INTEGRATED MATHEMATICS (5-AD)			
Standards Required	National Standards: <i>NCTM</i>	Current Content Praxis Test Topics	Current state-approved content standards
GENERAL MATHEMATICS (5-9)			
Standards Required	National Standards: <i>NCTM</i>	Current Content Praxis Test Topics	Current state-approved content standards
GENERAL SCIENCE (5-Adult)			
Standards Required	National Standards: <i>NSTA*</i>	Current Content Praxis Test Topics	Current state-approved content standards
GENERAL SCIENCE (5-9)			
Standards Required	National Standards: <i>NSTA*</i>	Current Content Praxis Test Topics	Current state-approved content standards
GERMAN			
Standards Required	National Standards: <i>ACTFL</i>	Current Content Praxis Test Topics	Current state-approved content standards
HEALTH			
Standards Required	National Standards: <i>SHAPE America-Health Education</i>	Current Content Praxis Test Topics	Current state-approved content standards
INSTRUCTIONAL TECHNOLOGY			
Standards Required	National Standards: <i>National Education Technology Standards for Teachers, National Education Technology Standards for Administrators, National Education Technology Standards for Students, Learning Forward Standards for Professional Learning</i>		Current state-approved content standards
JAPANESE			
Standards Required	National Standards: <i>ACTFL</i>		Current state-approved content standards
JOURNALISM			
Standards Required	National Standards: <i>None</i>		Current state-approved content standards
LATIN			
Standards Required	National Standards: <i>American Classical League</i>	Current Content Praxis Test Topics	Current state-approved content standards

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<b>MARKETING</b>			
Standards Required	National Standards: <i>None</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>MATHEMATICS (5-Adult)</b>			
Standards Required	National Standards: <i>NCTM*</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>MUSIC</b>			
Standards Required	National Standards: <i>Music Education National Conference</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>ORAL COMMUNICATION</b>			
Standards Required	National Standards: <i>None</i>	Current Content Praxis Test Topics	Current WV Content Standards
<b>PHYSICAL EDUCATION</b>			
Standards Required	National Standards: <i>SHAPE-America-Physical Education</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>PHYSICS</b>			
Standards Required	National Standards: <i>NSTA*</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>PRESCHOOL EDUCATION</b>			
Standards Required	National Standards: <i>NAEYC*</i>		Current state-approved content standards
<b>READING EDUCATION</b>			
Standards Required	National Standards: <i>International Reading Association* (IRA)</i>		Current state-approved content standards
<b>READING SPECIALIST</b>			
Standards Required	National Standards: Reading Specialist requires a completion of a master's degree in Reading Specialist or a master's degree and a Graduate Certification Program in Reading Specialist reflective on official seal bearing transcripts, <i>IRA*</i> **This endorsement is not eligible to be added to a professional certificate under the option in section 21.1.b of this policy.	Current Content Praxis Test Topics	Current state-approved content standards
<b>RUSSIAN</b>			
Standards Required	National Standards: <i>ACTFL</i>		Current state-approved content standards
<b>SCHOOL LIBRARY/MEDIA</b>			
Standards Required	National Standards: <i>American Library Association* (ALA), American Association of School Librarians (AASL)</i>	Current Content Praxis Test Topics	Current state-approved content standards

<b>SOCIAL STUDIES (5-Adult)</b>			
Standards Required	National Standards: <i>National Council for the Social Studies*</i> (NCSS)	Current Content Praxis Test Topics	Current state-approved content standards
<b>SOCIAL STUDIES (5-9)</b>			
Standards Required	National Standards: NCSS*	Current Content Praxis Test Topics	Current state-approved content standards
<b>SPANISH (Test 5195 does not apply to 5-9)</b>			
Standards Required	National Standards: ACTFL	Current Content Praxis Test Topics	Current state-approved content standards
<b>TECHNOLOGY EDUCATION</b>			
Standards Required	National Standards: International Technology Education Association (ITEA), Council on Technology Teacher Education (CTTE)	Current Content Praxis Test Topics	Current state-approved content standards
<b>THEATRE</b>			
Standards Required	National Standards: <i>American Alliance for Theatre and Education</i>		Current state-approved content standards
<b>WELLNESS (Pre-k-Adult) Health and Physical Education Comprehensive</b>			
Standards Required	National Standards: <i>SHAPE America-Health Education, SHAPE America-Physical Education</i>	Current Content Praxis Test Topics	Current state-approved content standards

**ADMINISTRATIVE AND STUDENT SUPPORT SERVICES SPECIALIZATIONS**

<b>SCHOOL COUNSELOR</b>			
Standards Required	National Standards: <i>Council for Accreditation of Counseling and Related Educational Programs</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>SCHOOL NURSE</b>			
Standards Required	National Standards: <i>National Association of School Nurses – “Scope and Standards of Professional School Nursing Practice”</i>  Valid West Virginia RN Licensure		Current state-approved content standards
<b>SCHOOL PSYCHOLOGIST</b>			
Standards Required	National Standards: <i>National Association of School Psychologists* (NASP)</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>SOCIAL SERVICES/ATTENDANCE</b>			
Standards Required	National Standards: <i>None</i>		Current state-approved content standards
<b>SPEECH ASSISTANT</b>			

Standards Required	National Standards: <i>None</i>		Current state-approved content standards
<b>SPEECH PATHOLOGIST</b>			
Standards Required	National Standards: <i>American Speech-Language Hearing Association (ASHA)</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>PRINCIPAL, SUPERVISOR OF INSTRUCTION, SUPERINTENDENT</b>			
Standards Required	National Standards: <i>Educational Leadership Constituent Council* (ELCC)</i>	Current Content Praxis Test Topics	Current state-approved content standards

**SPECIAL EDUCATION SPECIALIZATIONS**

<b>AUTISM</b>			
Standards Required	National Standards: <i>Council for Exceptional Children* (CEC)</i> **This endorsement is not eligible to be added to a professional certificate under the option in section 21.1.b of Policy 5202.	Current Content Praxis Test Topics	Current state-approved content standards
<b>EMOTIONAL/BEHAVIOR DISORDERS (Excluding Autism)</b>			
Standards Required	National Standards: <i>CEC*</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>DEAF AND HARD OF HEARING</b>			
Standards Required	National Standards: <i>CEC*</i>		Current state-approved content standards
<b>GIFTED</b>			
Standards Required	National Standards: <i>National Association of Gifted Children, CEC*</i>		Current state-approved content standards
<b>MENTALLY IMPAIRED (MILD/MODERATE)</b>			
Standards Required	National Standards: <i>CEC*</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>MULTI-CATEGORICAL SPECIAL EDUCATION (E/BD, MI, SLD, EXCLUDING AUTISM)</b>			
Standards Required	National Standards: <i>CEC*</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>PRESCHOOL SPECIAL NEEDS (Pre-k-K)</b>			
Standards Required	National Standards: <i>CEC*</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>SEVERE DISABILITIES</b>			
Standards Required	National Standards: <i>CEC* for MR/Developmental Disabilities as Applied to Students with Severe and Profound Disabilities</i>	Current Content Praxis Test Topics	Current state-approved content standards
<b>SPECIFIC LEARNING DISABILITIES</b>			
Standards Required	<i>CEC*</i>	Current Content Praxis Test Topics	Current state-approved content standards

VISUAL IMPAIRMENT			
Standards Required	CEC*	Current Content Praxis Test Topics	Current state-approved content standards

**Appendix C  
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