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ADMINISTRATIVE LAW DIVISION

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OFFICE WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, and W. Va. Code §§18-2-5, 18A-3-1a,
18A-3-2b and 18A-3-10

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW
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).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

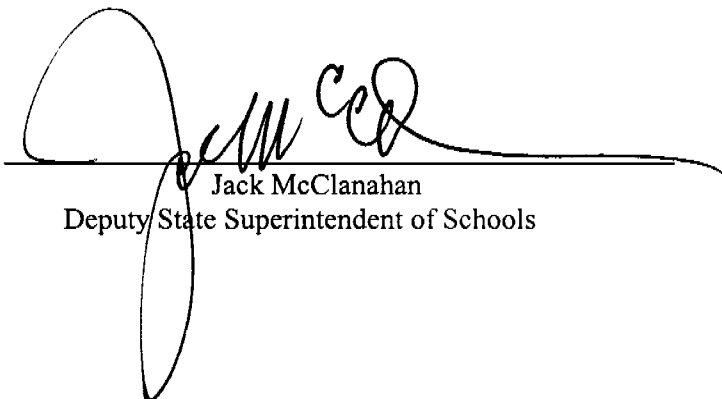
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 114

TITLE OF RULE BEING AMENDED: Approval of Educational Personnel
Preparation Programs (5100)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS August 14, 2006.



Jack McClanahan
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY
AND
Professional Development Brief
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY**

Policy Number and Title:

Policy 5100: *Approval of Educational Personnel Preparation Programs*

Background:

- The Legislature amended W.Va. Code §18A-3-1, by House Bill 4626, to allow teacher candidates to be placed in a non-public school for their clinical experience (student teaching). Additional language was inserted in this section regarding field experiences and coursework.
- Clarifying language has been provided regarding changes to policy during its last revision.
- In response to national reports received on teacher preparation and quality in the state of West Virginia, more detailed language has been provided which clearly identifies requirements for teacher preparation in West Virginia.
- The WVBE approved a partnership agreement with the Teacher Education Accreditation Council at its January 2006 meeting.
- Nine sections (5-8, 10, 12, 14 and Appendices D & E) have been revised.
- Minor revisions have been made throughout the policy to ensure consistency among references to other sections of the policy.
- WVBE Policy 5202 is being revised in conjunction with Policy 5100.

Major Revisions:

- Section 5.3. The definition of “approved program” has been corrected to include the term “regionally” such that all institutions of higher education offering WVBE-approved educator preparation programs must be regionally accredited.
- Section 5.17. In response to recommendations from the National Center for Teacher Quality, subject-area major has been defined as 30 semester hours.
- Section 5.18. In response to recommendations from the National Center for Teacher Quality, subject-area minor has been defined as 15 semester hours.
- Section 5.19. Given the State Board’s partnership agreement with the Teacher Education Accreditation Council (TEAC) to serve as a potential accreditor of the state’s educator preparation programs, a definition of the organization has been included.

- Section 6.2.2. In response to recommendations from the National Center for Teacher Quality, trends across the state's institutions of higher education, and the need for individuals to demonstrate basic skill competency for licensure in West Virginia, a requirement has been added that individuals must pass the WVBE-required preprofessional skills exams as a part of formal admission to a WVBE-approved teacher preparation program.
- Section 6.3.2.a. In response to recommendations from the National Center for Teacher Quality and the need for elementary education teachers to have broad content knowledge, a requirement has been added for elementary education majors to have a major in broad liberal arts coursework relevant to the topic they will teach.
- Section 6.3.2.b. In response to recommendations from the National Center for Teacher Quality as well as current practice in teacher preparation across the state, language has been included which requires individuals completing two middle level 5-9 endorsements to complete a minimum of a subject-area minor in each area.
- Section 6.3.2.c. In a previous revision to Policy 5100, specific secondary-level teacher preparation programs (i.e., biology, chemistry, English, mathematics, social studies) were required to contain the equivalent of a content major to the institution's baccalaureate major to range from a minimum of 36 hours to a maximum of 48 hours. In response to recommendations from the National Center for Teacher Quality and to ensure the extent of content preparation of all secondary-level teacher preparation programs not included in the previous policy revision, a requirement has been added such that all secondary-level teacher preparation programs not previously addressed must contain the minimum of a subject-level major, defined as 30 semester hours.
- Section 6.3.4. In a previous revision to Policy 5100, language was added to Policy 5100 regarding requirements in reading for all teacher preparation programs. In response to questions raised by institutions of higher education that offer WVBE-approved programs and to recommendations from the National Council for Teacher Quality, clarifying language has been included which identifies those areas to be addressed in the reading-specific courses.
- Section 6.4.2.c. – Recognizing the need for teacher candidates to have multiple experiences during their teacher preparation program to develop and practice their classroom knowledge and skills as well as responding to the annual Quality Counts report and recommendations provided by the National Center for Teacher Quality, language has been included which requires all initial teacher candidates to complete a minimum of 125 clock hours of field experiences prior to clinical practice (student teaching).
- Section 6.4.2.d. – In a previous revision to Policy 5100, the option of using public schools in other states for field-based and clinical experience sites was inadvertently eliminated. This language serves to clarify that institutions of higher education may use the public schools of other states for such placements provided teacher candidates are placed under the direction of a teacher licensed by the state's authorized agency.
- Section 6.4.2.e. – In response to recent changes to W.Va. Code §18A-3-1 regarding the placement of teacher candidates in non-public schools, language has been added indicating that teacher candidates must complete a minimum of six weeks of clinical experience in the public schools or complete 200 clock hours of field experiences in the public schools as well as complete a course which serves to prepare the prospective teacher to demonstrate competence to teach in the public schools of West Virginia.

- Section 7.1. – The requirement that individuals have a 2.5 GPA for admission to alternative routes to certification has been removed. Instead, individuals must have an overall GPA of 2.5 for conversion of the alternative to the professional teaching certificate, as indicated in Section 15 of Policy 5202.
- Section 8.1. - The requirement that individuals have a 2.5 GPA for admission to alternative routes to certification has been removed. Instead, individuals must have an overall GPA of 2.5 for conversion of the alternative to the professional teaching certificate, as indicated in Section 15 of Policy 5202.
- Section 8.2.a. – In response to questions from institutions of higher education regarding the requirements for WVBE-approved alternative routes to licensure for special educators, clarifying language has been added which identifies specific requirements for such programs.
- Section 10.4.1. – As indicated in Appendix D of this policy, four specializations have been identified as general education specializations rather than career/technical specializations (i.e., agriculture, business education, family and consumer science, and marketing) since they require the completion of a WVBE-approved four-year teacher preparation program. As a result, language has been struck which indicated that gifted could be completed with a career/technical specialization.
- Section 10.4.2. – In response to questions from institutions of higher education and recommendations provided by the National Center for Teacher Quality, clarifying language has been added which indicates that a middle childhood 5-9 program (i.e., English 5-9, general science 5-9, mathematics 5-9 and social studies 5-9) must be taken in combination with another specialization recognized on the Professional Teaching Certificate.
- Section 10.4.3. – As indicated in Appendix D of this policy, four specializations have been identified as general education specializations rather than career/technical specializations (i.e., agriculture, business education, family and consumer science, and marketing) since they require the completion of a WVBE-approved four-year teacher preparation program. As a result, language has been struck which indicated that the reading endorsement could be completed with a career/technical specialization.
- Section 10.4.4. – Clarifying language has been added which indicates that individuals completing a WVBE-approved teacher preparation program in autism, behavior disorders, mentally impaired (mild/moderate), multi-categorical (BD, MI and SLD), and/or specific learning disabilities must hold some form of a content endorsement in a content area specified in this section of policy as a condition for issuance of the special education endorsement(s).
- Section 10.5.5. – Language has been included which indicates that individuals may substitute Praxis II Exam 0351 for Praxis II Exam 0353 since it is assumed the exams assess equivalent content knowledge.
- Section 12.2.5. – Language has been changed for consistency. The term “probationary” has been modified to “conditional approval.”
- Section 12.3.2. – At its January 2006 meeting, the State Board approved the TEAC partnership agreement. Language has been added to policy which indicates the commitment of the WVBE and WVDE to collaborate with TEAC in the joint review of those institutions of higher education that choose to seek TEAC accreditation of their educator preparation programs.

- Section 12.3.4. – Policy language indicates that institutions of higher education which offer WVBE-approved educator preparation programs must undergo a review (i.e., NCATE, TEAC or State) every seven years for purposes of continuing program approval. Additional language has been added which allows the WVDE to review programs at its discretion, even if the review does not coincide with an institution's scheduled seven-year review.
- Section 14.2. – For purposes of accountability and in response to recommendations provided by the National Center for Teacher Quality, language has been included which identifies components of an annual higher education report card which the WVDE, in cooperation with the state's institutions of higher education, will prepare annually in the future.
- Appendix D. – Four specializations previously identified as career/technical specializations have been included as general education specializations. Awarding of the specializations require the completion of a WVBE-approved four-year teacher preparation program. As a result, the "Grade Level Options for Career/Technical Specializations" section has been deleted from this appendix.
- Appendix E. – New language included in Section 10.5.5. has been included in the footnotes section of this appendix. Also, in a previous revision of this policy, an incorrect test was identified for the Social Studies 5-9 endorsement. This error has been corrected.

Impact:

- Some institutions of higher education which currently offer WVBE-approved teacher preparation program will have to revise their current approved programs to align with the proposed requirements regarding field experiences for all initial teacher candidates.

Response to Comments:

- One comment was received regarding the requirement that the gifted endorsement be completed in conjunction with or added to a general education specialization(s). The policy was changed to reflect the requirement that the general education specialization(s) must be in one or more of the following content areas: biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies.
- Two comments were received opposing the inclusion of language recognizing the authority of the West Virginia Department of Education to use its discretionary power to review any WVBE-approved programs offered at the state's institutions of higher education when deemed necessary. Such language remained in the policy given the need for the WVDE to have authority to hold institutions of higher education accountable for their programs at all times rather than primarily during their accreditation/state review visit which occurs on a seven-year cycle.
- Four comments were received regarding the requirement that all institutions of higher education that offer WVBE-approved programs annually contribute to a higher education report card. Of primary concern was language indicating that each institution must provide evidence that it limits program admission in certification areas that produce too many teachers and evidence that the program trains teachers in high-shortage areas. This language has been modified such that each institution will provide evidence that it informs candidates

of certification areas that are identified as low-need areas; and evidence that the program encourages candidates to pursue certification in high-shortage areas.

- Two comments were received opposed to the requirement that all initial teacher candidates complete a minimum of 125 clock hours of field experience (pre-student teaching) in a public school setting. Given the need for prospective teachers to have experiences necessary for developing the knowledge, skills and dispositions to effectively teach students to excel in the 21st century, no changes were made to this requirement.
- One comment was received regarding the requirement that secondary content teachers, specifically science teachers, complete the equivalent of a content major. This requirement became effective September 2005 and all effected programs have been changed accordingly.
- One comment was received regarding the requirement that no middle level 5-9 program stands-alone. This requirement will not affect currently approved programs, only programs approved in the future.
- Two comments were received opposed to the omission of the 2.5 GPA requirement for admission to alternative route to certification programs. No change to the proposed revision was made. It is important to note that individuals must have a minimum overall 2.5 GPA for issuance of a professional teaching certificate at the conclusion of their alternative route to certification program.
- One comment was received requesting the change of "severely/profoundly impaired/disabled" to a less demeaning name. The specialization has been changed to "severe disabilities." Corresponding changes have also been made in WVBE Policy 5202: Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications.
- Two comments were received noting mistakes in the policy. The mistakes were corrected.
- One comment was received regarding a name change of an accrediting agency recognized by the WVDE. The name has been changed in policy.

**TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION**

SERIES 114

**APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION
PROGRAMS (5100)**

TABLE OF CONTENTS

	<u>PAGE</u>
§126-114-1. General	1
§126-114-2. Summary	1
§126-114-3. Purpose	1
§126-114-4. Authority of the WVBE	2
§126-114.5. Definitions.....	2
5.1. Accredited Institution of Higher Education	2
5.2. Admission to an Approved Program.....	3
5.3. Approved Program.....	3
5.4. Authorized Agency	3
5.5. Collaborative Program	3
5.6. Endorsement	3
5.7. Educational Personnel Advisory Committee	3
5.8. Field-based Experiences	3
5.9. License	4
5.10. National Council for the Accreditation of Teacher Education	4
5.11. Performance-Based Assessment	4
5.12. Professional Education Unit	4
5.13. Program Approval Status.....	4
5.14. Program Review Board.....	5
5.15. Regionally Accredited Institution.....	5
5.16. Specialization.....	5
5.17. Subject-Area Major.....	5
5.18. Subject-Area Minor	5
5.19. Teacher Education Accreditation Council. (TEAC).....	5
§126-114-6. Professional Educator Preparation Program Requirements: Teacher	5
6.1. Program Components.....	5
6.2. Preprofessional Skills Component.....	5
6.3. Content Specialization Component.....	6
6.4. Professional Education Component.....	9
§126-114-7. Alternative Preparation Program Requirements: General Education Teacher	12
7.1. General Requirements.....	12
7.2. Program Requirements.....	13
7.3. Professional Support Team	13

§126CSR114

7.4. Alternative Preparation Program Providers14

§126-114-8. Alternative Preparation Program Requirements: Special Education Teacher14

8.1. General Requirements.....14

8.2. Program Requirements.....14

8.3. Alternative Preparation Program Providers15

§126-114-9. Professional Educator Preparation Program Requirements: Student and Administration15

9.1. Program Components.....15

9.2. Preprofessional Skills Component.....16

9.3. Content Specialization Component.....16

9.4. Professional Education Component.....16

§126-114-10. Additional Program Requirements17

10.1. Program Admission, Retention and Exit Criteria17

10.2. EPPAC17

10.3. Second Field/Programmatic Level Requirements18

10.4. Specialization Prerequisites, Restrictions and Timelines18

10.5. Program Requirements, Assessments and Test Scores.....19

§126-114-11. Authorizations and Accreditation Requirements20

11.1. Institutional Authorization.....20

11.2 Institutional Accreditation20

§126-114-12. Educator Preparation Program Approval Process.....20

12.1. Granting of Approved Program Status20

12.2. Initial Program Approval20

12.3. Continuing Program Approval.....21

§126-114-13. Educator Preparation Program Review Board22

13.1 Educator Preparation Program Review Board Purpose22

13.2 Educator Preparation Program Review Board Composition22

13.3 Educator Preparation Program Review Board Functions22

13.4 Educator Preparation Program Review Board Procedures22

§126-144-14. Annual Reports23

14.1. Annual Progress Reports.....23

14.2 Annual Higher Education Report Card.....23

14.3 Noncompliance23

§126-144-15. Procedures for Initiating a New Content Specialization.....23

 15.1. Authorization23

 15.2. Self-Study24

 15.3. Educator Preparation Program Review Board.....24

§126-144-16. Procedures for Initiation an Experimental Program or for Conducting Research on Components or Implementation Procedures within Current Policy24

 16.1. Experimental Programs.....24

 16.2. Research Options24

 16.3. Program Guidelines24

§126-114-17. Educator Preparation Program Approval Waiver25

§126-114-18. Technical Assistance.....25

 18.1. Technical Assistance in Program Development25

§126-114-19. Federal Monitoring25

§126-114-20. Severability25

Appendix A-1 Conceptual Foundation for Teaching and Learning in West Virginia.....26

Appendix A-2 West Virginia Professional Teaching Standards.....28

Appendix A-3 West Virginia Professional Standards for Student Services31

Appendix A-4 West Virginia Standards for School Leaders.....32

Appendix A-5 West Virginia Educator Preparation Program Standards.....33

Appendix B Preprofessional Skills for Speaking and Listening36

Appendix C Educational Technology Standards39

Appendix D Programmatic Levels and Specializations Recognized on the Professional License42

Appendix E Approved Standards for Program Development and Required Tests for Completion of West Virginia Approved Programs Leading to West Virginia Licensure.....45

§126CSR114

*	Documentation of Footnotes on the Following Tables.....	45
*	General Education Specializations	46
*	Student Support and Administrative Specializations.....	68
*	Special Education Specializations	71

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**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

2006 JUL 13 P 3:49

OFFICE WEST VIRGINIA
SECRETARY OF STATE

**SERIES 114
APPROVAL OF EDUCATIONAL PERSONNEL 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, hereinafter WVBE, approval to operate an educational personnel preparation program leading to West Virginia licensure in an institution of higher education.

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

1.3. Filing Date. -

1.4. Effective Date. -

1.5. Repeal of Former Rule. - This legislative rule amends W.Va. §126CSR114, West Virginia Board of Education Policy 5100 – Approval of Educational Personnel Preparation Programs filed August 12, 2005 and effective September 11, 2005.

§126-114-2. Summary.

2.1. This rule outlines the framework for developing, implementing and approving educational personnel preparation programs. 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: a) establish a collaborative process for program approval; b) improve educational personnel preparation programs and potential educational personnel by incorporating program guidelines based on research and best practices; c) 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 d) ensure that higher education institutions work collaboratively with the public schools in designing and delivering professional educator preparation experiences to increase student achievement through written agreements with public schools. This policy relates only to the approved teacher education program element of licensure. Hence, the policy does not supersede any licensure requirements mandated by West Virginia Code and/or WVBE rules outlined in W.Va.

§126CSR136, West Virginia Board of Education Policy 5202 - Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications.

3.2. This policy 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, hereinafter WVCPTS, the West Virginia Department of Education, hereinafter WVDE, the governing boards for public and private West Virginia institutions of higher education, public school administrators, and classroom teachers.

§126-114-4. Authority of the WVBE.

4.1. All educational personnel preparation programs that result in West Virginia licensure require the approval of the WVBE. This approval requirement applies to new and continuing programs and to any institution seeking initial approval to offer educational personnel preparation programs.

4.2. The WVBE shall adopt standards and procedures for the approval of educational personnel preparation programs that enable prospective educators 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 educational personnel preparation policies. (See W.Va. §126CSR154 West Virginia Board of Education Policy 5050 - West Virginia Commission for Professional Teaching Standards.)

4.4. The WVBE acknowledges that the governing boards of public higher education institutions and the appropriate governing body of a private higher education institution may establish standards and accreditation procedures, including a requirement that the institution(s) attain National Council for Accreditation of Teacher Education, hereinafter NCATE, accreditation for the teacher education programs under their respective jurisdictions. The WVBE pledges its cooperation with the governing boards or bodies and the institutions under their control in establishing jointly agreed to program review procedures pursuant to Section 12.3 of this policy. that: a) respect any applicable standards or accreditation procedures, whether established by the WVBE or the higher education governing boards(s) or body(ies) and b) 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. - A college or university accredited: 1) by the official accrediting agency of the state in which the institution is located and 2) by one of the six (6) regional accrediting agencies recognized by the National Commission on Accrediting (Middle States, New England, Northwest, North Central, Southern, and Western Associations), the Association for Biblical Higher Education, the Association of Independent Colleges and

Schools or the Association of Theological Schools, to award degrees at a stipulated level, i.e., bachelor's degree, master's degree, and/or doctoral degree.

5.2. Admission to an Approved Program. - The filing of an application by a prospective educator declaring himself/herself as a candidate to complete an approved teacher education program and the institution's formal acceptance of the student based on his/her satisfying the admission criteria. The criteria for admission are established by the institution but generally include stated requirements in the form of overall grade point average, successful completion of designated courses, passing standardized tests, and passing institutionally established performance assessments in speaking, listening, and educational technology.

5.3. Approved Program. - A preparation program for professional educators based on WVBE adopted program objectives and guidelines which is delivered by a regionally accredited college or university and which has been approved by the WVBE for issuance of a professional certificate.

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

5.5. Collaborative Program. - Approved educational personnel preparation program that is delivered as the result of a formal written agreement between two or more West Virginia institutions of higher education to enable prospective educators to receive licensure in a content specialization that is not available at the home institution and that is approved for the cooperating institution.

5.6. 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-3-1).

5.7. Educational Personnel Preparation Advisory Committee. (EPPAC). - This committee is comprised of public school and higher education teachers and administrators who advise the chief teacher education officer on personnel preparation matters. All institutions offering WVBE-approved programs are required to have an EPPAC.

5.8. Field-based Experiences. - Educational training activities organized by the college and university teacher preparation programs for the student teacher candidate which are structured to ensure significant exposure to diverse (multi-cultural), at-risk and special needs learners. Significant field experiences are those experiences completed under the direction of the institution and cooperating teacher. The experiences are arranged by the institution with the cooperating teachers such that the cooperating teachers have a thorough understanding of the institution's expectations for the candidates during the experiences. During such experiences teacher candidates should work directly with students (i.e., plan and teach lessons).

5.9. License. - The term used for any or all of the documents issued by the State Superintendent of Schools under state law and regulations of the WVBE that empower the holder to perform designated services within the public schools.

5.10. National Council for the Accreditation of Teacher Education. (NCATE). - This organization reviews and accredits an institution's Professional Education Unit based on compliance with national standards related to the functioning of the unit. Insofar as this policy is concerned, NCATE accreditation of an institution's Professional Education Unit is optional.

5.11. Performance-Based Assessment. - The process whereby a cooperating public school professional(s) and a higher education faculty member(s) judge a prospective educator's ability to integrate content, basic professional knowledge and pedagogical skills in an appropriate educational setting in which the prospective educator anticipates licensure.

5.12. Professional Education Unit. - The administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other educational personnel. The Professional Education Unit is sometimes referred to as "the Unit."

5.13. Program Approval Status. - All professional preparation programs will be classified as follows: "Initial Approval Status," "Continuing Approval Status," or "Conditional Approval Status."

5.13.1. Initial Approval Status. - This term is used for new professional preparation programs. "Initial Approval Status" will be granted for a period of five years. During each of those five years, the institution will be required to document in its annual report the progress it is making to ensure the success of its graduates to promote student achievement in the public schools in the institution's service region. During the "Initial Approval Status" stage, the institution may recommend graduates for West Virginia certification. At the end of the five-year "Initial Approval Status" period, the institution will receive another visit from the WVDE at which time a final recommendation will be made to the WVBE to reclassify the status of the institution to "Continuing Approval Status."

5.13.2. Continuing Approval Status. - This term applies to all West Virginia higher education institutions that have a currently approved program with the WVBE. "Continuing Approval Status" is granted for a period of seven years. To maintain "Continuing Approval Status" programs with the WVBE, educator preparation programs must undergo the continuing program review and receive approval every seven years.

5.13.3. Conditional Approval Status. - This term applies to educator preparation programs that do not meet one or more of West Virginia Educator Preparation Program Standards (See Appendix A-5 of this policy) or has other capacity limiting problems. Programs with "Conditional Program Status" must undergo a Program Approval review process within two years. At that point, the educator preparation program will receive "Continuing Approval" or program approval will be withdrawn.

5.14. Program Review Board. - The WVBE has created the Educator Preparation Program Review Board to make recommendations to the WVBE regarding initial and continuing educator preparation program approval.

5.15. Regionally Accredited Institution of Education - A college or university accredited by: 1) the official accrediting agency of the state in which the institution is located, and 2) one of the six regional accrediting agencies recognized by the National Commission on Accrediting (Middle States, New England, Northwest, North Central, Southern and Western Associations) to award degrees at a stipulated level, i.e., bachelor's degree, master's degree and/or doctoral degree.

5.16. Specialization. - The specific teaching, administrative, or student support area listed on the educator's license to which s/he may be legally assigned within the public schools.

5.17. Subject-Area Major. - A minimum of 30 semester hours in a specific content area.

5.18. Subject-Area Minor. - A minimum of 15 semester hours in a specific content area.

5.19. Teacher Education Accreditation Council. (TEAC). - This organization reviews and accredits an institution's Professional Education Unit based on compliance with national standards related to the functioning of the unit. Insofar as this policy is concerned, TEAC accreditation of an institution's Professional Education Unit is optional.

§126-114-6. Professional Educator Preparation Program Requirements: Teacher.

6.1. Program Components. - All teacher preparation programs, at both undergraduate and graduate levels, shall consist of three (3) components: preprofessional skills, content specialization, and professional education. The three (3) components, including the associated educational technology knowledge and skills, are necessary to satisfy WVBE-approved program requirements.

6.2. Preprofessional Skills Component.

6.2.1. Component Description. - Preprofessional skills are those basic skills crucial to an educator's performance and effectiveness. Competence in these skills underlies an educator's ability to comprehend, utilize, analyze, synthesize, evaluate, and communicate information. Preprofessional 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 guide "Test at a Glance" for the Praxis I, Pre-Professional Skills Tests (PPST). Preprofessional skills for speaking and listening are found in Appendix B of this policy. Educational technology knowledge and skills related to this component are found in Appendix C of this policy.

6.2.2. Educator's Assessment and Proficiency Levels. - The educator's preprofessional skills in reading, writing and mathematics shall be assessed using the Educational Testing Service's PPST. The WVBE shall establish the acceptable levels of performance on the PPST in

reading, writing, and mathematics. Individuals must meet the acceptable levels of performance on the PPST in reading, writing, and mathematics, or qualify for an exemption as identified in Section 6.2.3. of this policy, prior to formal admission to a WVBE-approved educator preparation program. The institutions shall establish the assessments and acceptable levels for the speaking, listening, and educational technology skills.

6.2.3. PPST Waivers. - In lieu of taking the WVBE-approved PPST, prospective educators completing WVBE-approved programs may provide evidence of:

- a. A master's degree from an accredited institution of higher education; OR
- b. Currently holding or having held a West Virginia professional teaching, administrative or student support service license; OR
- c. Attainment of WVBE-approved composite scores from a single administration of the American College Testing (ACT) Program or the Scholastic Achievement Test (SAT). See Appendix E of this policy for currently approved ACT and SAT scores. Waivers a and c do not apply to the institution'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 preprofessional skills assessments.

6.3. Content Specialization Component.

6.3.1. 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 Appendix E of this policy for specific guidelines related to items a-g below for each specialization with the potential for approved program status. WVBE-approved specializations and grade level patterns are found in Appendix D of this policy. The content specialization program standards shall include:

- a. WVBE recognized national Content Specialization Standards for the public school curriculum pertaining to the specialization.
- b. WVBE policies or legislative initiatives that have implications for the teaching specialization.
- c. WVBE adopted content standards for the public school curriculum pertaining to the specialization standards.
- d. Content description(s) for the Praxis II tests identified for the specialization in West Virginia licensure requirements.
- e. Institutionally identified content standards.

f. Preparation standards promulgated by national professional associations for specific specializations.

g. Educational technology skills and knowledge related to specializations offered by the institution. (See Appendix C of this policy)

6.3.2. Standards for Subject-Area Content in Teacher Preparation Programs.

a. Elementary Education (K-6) programs. – Elementary education (K-6) programs shall include a minimum of 30 semester 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 K-6 classroom.

b. Middle Level (5-9) Programs. – Individuals completing two middle level (5-9) programs shall complete the minimum of a subject-area minor, as defined in Section 5.18 of this policy, in each subject.

c. Secondary Level Programs.

A. Secondary-level teacher preparation programs 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.

B. Secondary-level education certification areas for which equivalency in content majors are required biology, business education, chemistry, English, French, German, Japanese, general science, mathematics, modern foreign languages, physics, Russian, Spanish, and social studies.

C. Each secondary-level certification area referenced in Section 6.3.2.c.B. of this policy must include an equivalent number of credit hours of subject area content course work to the institution's baccalaureate major in the corresponding content field, with the following exceptions:

(a) For a baccalaureate major in a content field in which the credit hours for content course work exceed 48 hours, the number of content credit hours in the corresponding secondary-level teacher preparation program shall not be less than 48 credit hours.

(b) For secondary-level teacher preparation programs 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. While the number of content hours in other secondary-level teacher preparation programs for certification areas listed in Section 6.3.2.c.B. of this policy 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.

D. Each secondary-level certification area referenced in Section 6.3.2.c.B. of this policy must meet expectations of academic rigor similar to 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 institution, the curriculum may include applied courses in the content areas as deemed appropriate.

E. All secondary-level education certification areas not referenced in Section 6.3.2.c.B. of this policy must contain a subject-area major as defined in Section 5.17 of this policy.

F. All content course work in a secondary-level teacher preparation program must be taught by faculty with appropriate in-field academic credentials. Typically, the faculty would serve in the academic department.

6.3.3. Mathematics Content in Teacher Preparation.

a. Each elementary (K-6) teacher preparation must contain:

A. a minimum of nine hours of college-level mathematics courses, including a course in college algebra, and

B. a three-hour course in mathematics methods.

b. Each middle school (5-9) mathematics program must contain:

A. a minimum of twenty-one hours of college-level mathematics, including a course in college algebra, AND

B. a three-hour course in mathematics methods.

6.3.4. Reading Content in Teacher Preparation.

a. Each elementary education (K-6) teacher preparation program must contain a minimum of 9 hours of reading which include a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties.

b. Each middle (5-9) and secondary (PreK-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.

6.3.5. Special Education Content in Teacher Preparation.

a. All general education preparation programs must contain a minimum of six hours of preparation in special education, including a focus on the impact of each disability, the use of evaluation data generated from special education to assist with instruction, and the effective and efficient use of consultation.

b. All general education preparation programs must address the differentiation of instruction for diverse learners.

6.3.6. Educator'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), if adopted, indicated for the anticipated specialization(s). A listing of current WVBE-required tests and passing scores is found in Appendix E of this policy.

6.4. Professional Education Component.

6.4.1. Component Description. - Professional Education includes the studies and experiences that prepare the prospective educator to integrate professional pedagogy and content knowledge into successful learning experiences for students. Each institution is required to develop a conceptual framework rooted in the Conceptual Foundation for Teaching and Learning in West Virginia (See Appendix A-1 of this policy) that establishes the shared vision for the unit's endeavor in preparing educators to work effectively in PreK-Adult schools. The conceptual framework shall include a description of its prospective professional educator by identifying the knowledge, skills, and dispositions it expects to develop and assess. The description will serve as the foundation on which the institution will base its curriculum and implement the clinical experiences for professional educators, school administrators, and student support personnel. The description shall reflect the appropriate West Virginia Professional Educator Standards listed in Appendices A-2 through A-4 of this policy. The educational technology skills for this component are listed in Appendix C of this policy.

6.4.2. Educator's Assessment and Proficiency Levels.

a. Professional Knowledge Assessment and Proficiency Levels. - Candidates completing a WVBE-approved teacher education program for any professional educator license shall pass a WVBE-adopted Principles of Learning and Teaching Praxis II test that includes at least a portion of the grade levels indicated on the anticipated license. (See Appendix E of this policy for a list of WVBE-required tests and passing scores.) The institution shall, with the cooperating public school(s), collaboratively establish the assessments and acceptable performance levels for the educational technology skills (See Appendix C of this policy) associated with the professional education component.

b. Performance Assessment Instruments. - Performance assessment instruments and procedures shall be collaboratively developed by public school administrators, classroom teachers, and teacher education faculty at the institutional level. The performance assessment instruments shall:

§126CSR114

A. be consistent with relevant standards (i.e., West Virginia Professional Teaching Standards found in Appendix A-2 of this policy, appropriate Specialty Program Association Standards, institution teacher preparation standards, etc.);

B. include performance criteria and performance indicators rooted in the relevant Standards;

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

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

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

F. provide on-going, systematic information useful for decision-making.

c. Field-based Experiences. – All teacher candidates completing a WVBE-approved teacher preparation program for initial teacher licensure must complete a minimum of 125 clock hours of field experience in a public school under the direction of a teacher licensed to teach in the state, by the state's authorized agency, in which the field experience is occurring.

d. Clinical Experiences Completed in the Public Schools. - Each candidate completing an approved program shall spend a minimum of twelve weeks in the clinical portion of the program unless s/he is able to demonstrate to the satisfaction of the college supervisor and the cooperating public school supervisor that s/he 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, by the state's authorized agency, in which the clinical experience is occurring. A public school is defined as an agency licensed by the state. The candidate must be assessed during the clinical experience in a least one specialization for which s/he is requesting licensure. The institution is also required to document the candidates' field-based and/or clinical experiences with diverse (multi-cultural), 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.

A. Any PreK-Adult program is required to contain clinical practice at both the elementary and middle or secondary levels. Field based experiences and/or clinical practice must be completed at a minimum of three different programmatic levels. The third programmatic level will be determined by the institution of higher education.

B. Any K-Adult program is required to contain clinical practice at both the elementary and middle or secondary levels. Field based experiences and/or clinical practice must be completed at a minimum of three different programmatic levels. The third programmatic level will be determined by the institution of higher education.

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

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

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. A placement in any grade including 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 experiences must be of sufficient duration and quality to enable the candidate to practice and develop skills.

e. Clinical Experiences Completed in Non-Public Schools. - Each candidate completing an approved program shall spend a minimum of twelve weeks in the clinical portion of the program unless s/he is able to demonstrate to the satisfaction of the college supervisor and the cooperating school supervisor that s/he 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 in which the clinical experience is occurring. The candidate must be assessed during the clinical experience in a least one specialization for which s/he is requesting licensure. The institution is also required to document the candidates' field-based and/or clinical experiences with diverse (multi-cultural), 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 6.4.2.d.A-E of this policy.

A. Six Weeks of Clinical Experience Completed in a Public School and Six Weeks of Clinical Experience Completed in a Non-Public School. – Institutions of higher education that offer WVBE-approved educator preparation programs must place teacher candidates (student teachers) in a public school for the clinical experience for a minimum of six weeks or fulfill the requirements identified in Section 6.4.2.e.B of this policy.

B. Twelve Weeks of Clinical Experience Completed in a Non-Public School. – Institutions of higher education that offer WVBE-approved educator preparation programs and place teacher candidates (student teachers) in a non-public school(s) such that the teacher candidates do not complete a minimum of six weeks of clinical experience in a public schools must complete the following requirements:

(a) Two Hundred Clock Hours of Field-Based Experiences. - An institution whose teacher candidates do not complete a minimum of six weeks of clinical experience in a public school shall require teacher candidates to complete two hundred clock hours of field-based experiences in a public school, as defined in Section 6.4.2.d. of this policy,

under the direction of a public school teacher licensed to teach in the state in which the field experiences are occurring.

(b) **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 course which is a component of the institution's WVBE-approved educator preparation program 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: State Board 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 multicultural education, 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 Act; and varied approaches for effective instruction for students who are at-risk.

§126-114-7. Alternative Preparation Program Requirements: General Education Teacher.

7.1. **General Requirements.** - In accordance with W.Va. Code §18A-3-1a, an individual wishing to enroll in an alternative preparation program must meet the following criteria:

7.1.1. possess the minimum of a bachelor's degree, including bachelor's degrees based upon verification by a WVDE-approved foreign credential evaluating agency as specified in Policy 5202, in a field related to the area in which the individual seeks certification and from a regionally accredited institution of higher education, as defined in Section 5.15 of this policy; **AND**

7.1.2. meet the proficiency score(s) on the state competency exam(s) in preprofessional skills or qualify for an exemption as described in Section 6.2.3 of this policy (Refer to Appendix E of this policy for a list of the required exams.); **AND**

7.1.3. meet 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 s/he is seeking certification or provide acceptable documentation of related life experiences to the entity providing the program for those content areas that do not have a required competency exam (Refer to Appendix E of this policy for a list of the required exams.); **AND**

7.1.4. be a citizen of the United States; be of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and have attained the age of eighteen years on or before the first day of October of the year in which the individual enrolls in the alternative preparation program; **AND**

7.1.5. is offered employment in a shortage area, as defined in Policy 5202, by a county school district; **AND**

7.1.6. complete a West Virginia State Police and Federal Bureau of Investigation background check.

7.2. Program Requirements. In accordance with W.Va. Code §18A-3-1a, a WVBE-approved alternative preparation program must contain the following phases and/or components and satisfy the WVBE-program approval requirements as specified in Section 12 of this policy:

7.2.1. Instruction. - The alternative preparation program must provide 18 semester hours of instruction in the areas of student assessment, development and learning, curriculum, classroom management, the use of educational computers and other technology, and special education and diversity. All programs must contain a minimum of three semester hours of instruction in special education and diversity out of the 18 required semester hours.

7.2.2. Phase I. - Phase I shall consist of a period of intensive on-the-job supervision by an assigned mentor and the school administrator for a period of not less than two weeks and no more than four weeks. The assigned mentor shall meet the requirements for mentor set forth in W.Va. Code §18A-3-2b and be paid the stipend pursuant to that section. During this time, the teacher shall be observed daily. This phase shall include an orientation to the policies, organization and curriculum of the employing district. The alternative program teacher shall receive formal instruction in those areas listed in Section 7.2.a of this policy during Phase I.

7.2.3. Phase II. - Phase II shall consist of a period of intensive on-the-job supervision beginning the first day on which the alternative program teacher completes Phase I and continuing for a period of at least ten weeks. During Phase II, the alternative program teacher shall be visited and critiqued no less than one time per week by members of a professional support team, defined in Section 7.3 of this policy, and shall be observed and formally evaluated at the end of five weeks and at the end of ten weeks by the appropriately certified members of the team. At the end of the ten-week period, the alternative program teacher shall receive a formal written progress report from the chairperson of the support team. The alternative program teacher shall receive formal instruction in those areas listed in Section 7.2.a of this policy during Phase II.

7.2.4. Phase III. - Phase III shall consist of an additional period of continued supervision and evaluation of no less than 20 weeks duration. The professional support team will determine the requirements of this phase with at least one formal evaluation being conducted at the completion of the phase. The alternative program teacher shall receive formal instruction in those areas listed in Section 7.2 of this policy during Phase III and receive opportunities to observe the teaching of experienced colleagues.

7.3. Professional Support Team.

7.3.1. Composition of Professional Support Team. - The professional support team shall be comprised of a school principal, an experienced classroom teacher who satisfies the requirements for mentor for the Beginning Education Internship as specified in W.Va. Code §18A-3-2b, a college or university education faculty member and a curriculum supervisor. Districts or schools that do not employ curriculum supervisors or have been unable to establish a

relationship with a college or university shall provide for comparable expertise on the team. The school principal shall serve as chairperson of the team.

7.3.2. Evaluation of Alternative Program Teacher. - The professional support team shall submit a written evaluation of the alternative program teacher to the county superintendent. The written evaluation shall be in a form specified by the county superintendent and submitted on a date specified by the county superintendent that is prior to the first Monday of May. The evaluation shall report the progress of the alternative program teacher toward meeting the academic and performance requirements of the program.

7.3.3. Training of Professional Support Team. - The training for professional support team members shall be coordinated and provided by the Center for Professional Development, hereinafter CPD, in coordination with the school district, consortium of schools, regional education service agency, and institution of higher education, or any combination of these agencies as set forth in the plan approved by the WVBE.

7.4. Alternative Preparation Program Providers. - A college or university, school, school district, consortium of schools, and/or regional education service agency seeking to employ an alternative program teacher must submit a plan to the WVBE and receive approval in accordance with W.Va. Code §18A-3-1a.

§126-114-8. Alternative Preparation Program Requirements: Special Education Teacher.

8.1. General Requirements. - In accordance with W.Va. Code §18A-3-1a for special education teachers, an individual wishing to enroll in an alternative preparation program must meet the following criteria:

8.1.1. possess the minimum of a bachelor's degree, including bachelor's degrees based upon verification by a WVDE-approved foreign credential evaluating agency as specified in Policy 5202, from a regionally accredited institution of higher education, as defined in Section 5 of this policy; AND

8.1.2. meet the proficiency score(s) on the state competency exam(s) in preprofessional skills or qualify for an exemption as described in Section 6.2.3 of this policy (Refer to Appendix E of this policy for a list of the required exams.); AND

8.1.3. be a citizen of the United States; be of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and have attained the age of eighteen years on or before the first day of October of the year in which the individual enrolls in an alternative preparation program; AND

8.1.4. complete a West Virginia State Police and Federal Bureau of Investigation background check pursuant to W.Va. Code §18A-3-10.

8.2. Program Requirements. - In accordance with W.Va. Code §18A-3-1a, alternative programs for the preparation of special education teachers may be developed to prepare such

teachers for the special education teacher's role in providing and supporting the delivery of instructional services to students with disabilities. In order to assure learning at a high level for all students, the standards specified in Appendix A-2 of this policy shall be followed for the preparation of alternatively prepared special education teachers.

8.2.1. All alternative preparation programs leading to licensure in special education shall include a minimum of 21 semester hours of instruction in research-based reading strategies (minimum of six semester hours), research-based mathematics strategies (minimum of three semester hours), legal foundations and introduction to special education (minimum of three semester hours), diagnostic evaluation and early intervention strategies (minimum of three semester hours), and consultation (minimum of three semester hours). Programs shall also contain instruction focused on developing IEPs with WVBE content standards and objectives, differentiated instruction, and Positive Behavioral Interventions and Supports.

8.2.2. For currently certified special education teachers who lack content preparation in the area(s) in which they are currently teaching, alternative programs may be developed to provide these teachers with instruction in the necessary content. These programs shall incorporate professional development to the maximum extent possible to provide the necessary content preparation.

8.2.3. For teachers not currently certified in special education, alternative programs may be developed in accordance with Section 8.2.a. of this policy to provide these teachers with instruction in the skills necessary to provide and support the delivery of instructional services to students with disabilities. At the conclusion of the alternative preparation program, teachers completing this program shall be required to meet the proficiency score(s) on the appropriate state competency exam(s) in special education as identified in Appendix E of this policy.

8.2.4. For individuals not currently licensed, alternative programs may be developed in accordance with Section 8.2.a. of this policy to provide these individuals with instruction in the skills necessary to provide and support the delivery of instructional services and content to students with disabilities. At the conclusion of the alternative preparation program, individuals shall be required to meet the proficiency score(s) on the appropriate state competency exam(s) in special education and professional education as identified in Appendix E of this policy.

8.3. Alternative Preparation Program Providers. - The WVDE, a college or university, school, school district, consortium of schools, and/or regional education service agency seeking to employ and/or prepare an alternative program teacher must submit a plan to the WVBE and receive approval in accordance with W.Va. Code §18A-3-1a.

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

9.1. Program Components. - All student support and administrative preparation programs shall consist of three (3) components: preprofessional skills, content specialization, and professional education. The three (3) components, including the associated educational technology and skills, are necessary to satisfy WVBE-approved program requirements.

9.2. Preprofessional Skills Component. - All provisions of this component described for teaching specializations (see Section 6.2 of this policy) apply for student support and administrative specializations.

9.3. Content Specialization Component. - All provisions of this component described for teaching specializations (see Section 6.3 of this policy) apply for student support and administrative specializations except in Section 6.3.1, item c of this policy, WVBE content standards and objectives for the public school curriculum pertaining to the specializations.

9.4. Professional Education Component.

9.4.1. 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 in Appendices A-3 and A-4 of this policy.

9.4.2. Component Assessment. - The component shall be assessed as part of the program review process.

a. Performance assessment instruments and procedures shall be developed at the institutional level and procedures for their administration shall be based on the professional education standards in Appendix A of this policy and those performance indicators that are implied in the content specialization standards.

b. 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.

9.4.3. Educator's Assessment and Proficiency Levels.

a. Professional Knowledge Assessment and Proficiency Levels. - Each candidate completing a WVBE-approved program shall be assessed using the institution's 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 PreK-Adult programmatic level, therefore, the performance assessment may be completed at any programmatic level.

b. 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 educator is not available to administer the performance assessment, higher education may designate an institution-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 institution-based clinical supervisor is used under the conditions noted.

§126-114-10. Additional Program Requirements.

10.1. Program Admission, Retention and Exit criteria. - Admission, retention and exit criteria for educational personnel preparation programs shall be determined by the institutions' written policies.

10.2. EPPAC. - Each institution of higher education that offers a WVBE-approved educational personnel preparation program shall have an EPPAC which consists of representatives from college and university educators, teacher education students, 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 institution from the WVDE shall serve in a nonvoting role. EPPAC serves as an advisory body to the institution's chief educational personnel preparation officer in developing and reviewing all programs and policies for the preparation of educational personnel with the institution. The EPPAC shall meet at least once a semester and shall review matters pertaining to the preparation and licensure of personnel including the following:

10.2.1. New and revised preparation programs.

10.2.2. Admission, retention and exit criteria.

10.2.3. Preprofessional skills, content specialization, and professional education assessments.

10.2.4. Educational technology activities and assessments.

10.2.5. Annual testing and supply/demand reports.

10.2.6. WVBE and national program reviews and findings.

10.2.7. WVBE educational preparation and licensure policies and statutes.

10.2.8. Recruitment of students.

10.2.9. Clinical and field experiences.

10.2.10. Development and preparation of policies and programs for inclusion in WVBE self-study materials.

10.2.11. Program Modifications. - Substantive program 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 institution's

administrator for educational personnel preparation programs shall submit a letter summarizing the nature of changes and new curriculum summary sheet to the WVBE. Substantive program modifications that consist of the addition, deletion and/or modification of greater than six semester hours of course work must be submitted to and reviewed by the Educator Preparation Program Review Board. After its review of proposed program modifications, the Educator Preparation Program Review Board will submit its recommendation for acceptance or rejection of the proposed changes to the WVBE. The WVDE shall acknowledge by letter to the institution's administrator for education personnel preparation program the WVBE's acceptance or rejection of the modification. If accepted, the modification shall be incorporated into the institution's approved program materials on file at the state. Any changes made to an existing WVBE-approved educational personnel preparation program shall be included in the institution's annual report submitted to the WVDE.

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

10.3. Second Field/Programmatic Level Requirements. - An institution may offer a specialization at a single or at multiple programmatic levels as indicated in Appendix D of this policy. However, the institution may establish an institutional 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 10.4 of this policy.

10.4. Specialization Prerequisites, Restrictions and Timelines.

10.4.1. Gifted. - Gifted education must be taken in combination with a general education specialization leading to an endorsement on a Professional Teaching Certificate. The gifted education endorsement shall be issued for the 1-12 grade levels. Individuals admitted to teacher preparation programs in gifted must hold, qualify for or simultaneously complete a specialization in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies as recognized on a Professional Teaching Certificate.

10.4.2. Middle Childhood (5-9). - A middle childhood (5-9) program (i.e., English 5-9, general science 5-9, mathematics 5-9, social studies 5-9) must be taken in combination with another general education specialization leading to an endorsement on a Professional Teaching Certificate.

10.4.3. 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).

10.4.4. Special Education. - Effective January 1, 2006, individuals admitted to teacher preparation programs in autism, behavior disorders (excluding autism), mental impairments

(mild/moderate), multi-categorical and specific learning disabilities must hold, qualify for or simultaneously complete a specialization in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies as recognized on a Professional Teaching Certificate. Individuals completing an early childhood or elementary education specialization in conjunction with one or more of the special education specializations identified in this section will be granted their special education specialization(s) for the (K-6) programmatic level. Individuals completing one or more of the secondary specializations identified in this section with one or more of the special education specialization(s) identified in the section will be granted their special education specialization(s) for the (5-Adult) programmatic level. If an individual does not hold any of the endorsements identified in this section, s/he must complete a restricted content endorsement offered through the WVDE in biology, English, general science, mathematics and/or social studies in conjunction with the special education 5-Adult program.

10.5. Program Requirements, Assessments and Test Scores.

10.5.1. Validity Period. - The validity period for a test and a passing score is ten years from the date on which the candidate passed the assessment. In those circumstances where the WVBE has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period. A candidate whose test scores exceed the ten-year validity period at the time of application for licensure is required to satisfy current tests, passing scores and any changes in the program requirements.

10.5.2. Failure to Apply for Licensure. - A candidate who fails to apply for licensure within three months from the date of eligibility for licensure is required to satisfy any additional test and program components in effect at the time of application and to comply with conditions outlined for the validity periods.

10.5.3. New Specializations on a Professional Certificate. - A candidate who wishes to add a new specialization to his or her Professional Teaching Certificate is required to satisfy the approved program content requirements and the testing requirements for the new content specialization if a test is available. It is assumed that a candidate who holds a Professional Teaching Certificate has previously satisfied requirements in the Professional Education and Preprofessional Skills components and that a candidate who holds either the Professional Service 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.

10.5.4. Substitution of National Evaluation Systems (NES) Content Test in Special Education for Praxis II Education of Exceptional Students: Core Content Knowledge Test. - A candidate who successfully completed the NES test in behavior disorders, mentally impaired or specific learning disabilities is not required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test since it is assumed this content was included in the NES special education content test.

10.5.5. Substitution of Praxis II Education of Exceptional Students: Core Content Knowledge Test (0351) for Praxis II Education of Exceptional Students: Core Content Knowledge (0353). – A candidate who successfully completed the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0351) is not required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0353) since it is assumed this content was included in the Praxis II 0351 test.

§126-114.11. Authorization and Accreditation Requirements.

11.1. Institutional Authorization. - A publicly supported institution of higher education must be authorized by its governing board to offer a preparation program(s) leading to West Virginia licensure. In the case of private institutions, a letter from the chief executive officer of the institution authorizing the program offering must be provided.

11.2. Institutional Accreditation. - An institution offering WVBE-approved programs must hold regional accreditation as defined in Section 5.15 of this policy.

§126-114-12. Educator Preparation Program Approval Process.

12.1. Granting of Approved Program Status. - The WVBE is the statutory body with the authority to recognize educational personnel preparation programs leading to the licensure of educators to serve in the public schools of West Virginia. The Educator Preparation Program Review Board will recommend approval status to the WVBE consistent with the program classification and procedure contained in WVBE policies.

12.2. Initial Program Approval.

12.2.1. Request for Institutional Approval. - An institution that does not currently offer WVBE approved programs may notify the WVBE of its desire to offer such programs. 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).

12.2.2. Prerequisite Requirements. - An institution seeking approval to offer WVBE-approved educational personnel preparation programs must meet authorization and accreditation requirements indicated in §126-114-11 prior to the review of the proposed program.

12.2.3. Self-Study. - Self-study and program approval procedures and requirements for a new institution are described in administrative guidelines available from the WVBE.

12.2.4. On-site Review. - New institutions are required to submit to an on-site review by a WVBE team, which can not consist of an Educator Preparation Program Review Board member, in order to begin the implementation of an approved educational personnel preparation program and must be reviewed again at the end of the five-year period.

12.2.5. Program Status. - At the end of the five-year period, and based on the on-site review, the WVBE will reclassify the program as “continuing” or “conditional” status. If

conditional approval is granted, the unit must schedule an on-site visit within two years of the semester in which the conditional approval decision was rendered. The unit, as a part of this visit, must address all WVBE policies in effect at the time of the conditional approval review at the two-year point. This visit will result in a recommendation for either Continuing Approval or program termination.

12.3. Continuing Program Approval.

12.3.1. Program Review Agreements for Institutions Holding or Seeking NCATE Accreditation. - The WVBE is committed to working collaboratively with West Virginia institutions (public and private) that hold or are seeking NCATE accreditation for the purpose of minimizing duplication in the WVBE and NCATE review processes. Hence, the WVBE shall enter into agreements with the higher education governing boards and/or their institutions, separately or collectively, for the purpose of coordination of review procedures. Such agreements shall include, but are not limited to training a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools, program review timetables, format and content of institutional reports, selection/appointment, number and role of joint (state and NCATE) review team members and the reporting of program review results.

12.3.2. Program Review Agreements for Institutions Holding or Seeking TEAC Accreditation. - The WVBE is committed to working collaboratively with West Virginia institutions (public and private) that hold or are seeking TEAC accreditation for the purpose of minimizing duplication in the WVBE and TEAC review processes. Hence, the WVBE shall enter into agreements with the higher education governing boards and/or their institutions, separately or collectively, for the purpose of coordination of review procedures. Such agreements shall include, but are not limited to training a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools, program review timetables, format and content of institutional reports, selection/appointment, number and role of joint (state and TEAC) review team members and the reporting of program review results.

12.3.3. Program Review Agreements for non-NCATE and non-TEAC Institutions. The WVDE shall coordinate the review of educational personnel preparation programs offered by non-NCATE and non-TEAC institutions at least every seven years. The WVDE shall establish time lines related to the submission of data and other documentation of the institution's compliance with West Virginia Educator Preparation Program Standards, program approval criteria, the scheduling of program reviews, the role of state team review members, and procedures for the reporting of program review results. The state team members shall be selected and appointed from a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools by the WVDE.

12.3.4. Review of WVBE-Approved Programs at the Discretion of the WVDE. – The WVDE may determine that a review of WVBE-approved programs is necessary at a time that does not coincide with the institution's seven-year review scheduled through the NCATE, TEAC or WVDE continuing program review process. At its discretion, the WVDE may assemble a

team of representatives from the WVDE, higher education and the public schools to review any matters of concern identified by the WVDE.

§126-114-13. Educator Preparation Program Review Board.

13.1. Educator Preparation Program Review Board Purpose. - The WVBE has created the Educator Preparation Program Review Board to make recommendations to the WVBE regarding initial and continuing educator preparation program approval.

13.2. Educator Preparation Program Review Board Composition. - The Educator Preparation Program Review Board shall be comprised of seven members selected from a pool of trained educator preparation program assessors/examiners; three members shall represent higher education (two representatives appointed by the West Virginia Higher Education Policy Commission and one representative appointed by the West Virginia Independent Colleges and Universities) and three members shall represent public education, grades PreK-Adult, appointed by the WVBE. Each year the chairperson of the WVCPTS shall appoint a higher education representative of the WVCPTS to the Educator Preparation Program Review Board. The terms of the Educator Preparation Program Review Board members shall be for three years. An Educator Preparation Program Review Board member must exempt himself/herself from deliberations and actions related to an institution's status if s/he is an employee of that institution or served as a team member during the institution's program review. Educator Preparation Program Review Board members may not be appointed to serve more than two consecutive terms.

13.3. Educator Preparation Program Review Board Functions. - The primary functions of the Educator Preparation Program Review Board are to: 1) review the findings of the State Team Reports from the state on-site reviews or other documents deemed appropriate or relevant to the approval status of the educational personnel preparation program; 2) review proposed content specializations; 3) solicit from institutional staff and/or team members clarification on questions that might arise during the review of materials; and) recommend approval to the WVBE for only those educational personnel preparation programs and/or their components which satisfy the WVBE criteria.

13.4. Educator Preparation Program Review Board Procedures. - The Educator Preparation Program Review Board member must exempt himself/herself from deliberations and actions related to an institution's status if s/he is a current employee of that institution or served as a team member during the institution's initial program review. The Educator Preparation Program Review Board 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 until the institution's next state on-site review. If the Educator Preparation Program Review Board determines and verifies in its written report that a proposed new content specialization has serious weaknesses or lacks verification that the standards have been met, the Educator Preparation Program Review Board may withhold its recommendation for program implementation. When the findings in the State Team Report verify that a content specialization and/or its components have serious weaknesses or the program lacks adequate documentation validating that the program is in compliance with the

West Virginia Educator Preparation Program Standards, the Educator Preparation Program Review Board may withhold its recommendation to the WVBE to grant continuing program approval. Procedures for the operation of the Educator Preparation Program Review Board are outlined in the Guidelines for the Submission of New Content Specialization and the Guidelines for On-site Review Procedures.

§126-114-14. Annual Reports.

14.1. Annual Progress Reports. - Each institution with a WVBE-approved program shall report annually to the WVBE on its progress to: a) meet any program component standards that are not fully met as identified by the Educator Preparation Program Review Board for new content specializations and/or reports from the state on-site review team, b) implement new legislative or WVBE initiatives or policies that impact the qualifications and preparation programs for new educational personnel, c) address any new program criteria that require implementation by the institution prior to the comprehensive or continuing on-site reviews, and d) maintain current program descriptions by identifying the major changes and initiatives undertaken during the past academic year. The WVBE shall review the annual reports for compliance with the WVBE criteria specified for the annual report and for ongoing performance indicators. If the WVBE has concerns about the quality of the program based on these reports or other accepted performance indicators, these concerns shall be identified in a written notice to the institution. Any weakness and/or concerns identified through the program approval process shall be monitored annually by the WVBE.

14.2. Annual Higher Education Report Card. - All institutions shall contribute annually to the database related to the licensure and preparation of educational personnel and to the follow-up of the institution's graduates to ensure an adequate assessment of West Virginia's supply and demand for educational personnel. Data collected from institutions shall include, but not be limited to, the average raw score of candidates admitted to the program on the preprofessional skills test (taken prior to program admission); the number of candidates entering and completing student teaching in a reporting year; the number of graduates who passed state licensing exams (subject matter and pedagogy) on first attempt and multiple attempts; the satisfaction rating by cooperating teachers on student teachers from the institution; the average raw score of candidates on subject matter and pedagogy exams; evidence that the program informs candidates of certification areas that are identified as low-need areas; and evidence that the program encourages candidates to pursue certification in high-shortage areas.

14.3. Noncompliance. - An institution that fails to submit or to meet the criteria for any WVBE and/or national report or monitoring is subject to having the institution's program approval status withdrawn in addition to paying the required federal fines. When an institution fails to submit the required information, the WVDE may recommend an alteration in the program's approval status to the WVBE for review and action.

§126-114-15. Procedures for Initiating a New Content Specialization.

15.1. Authorization. - An institution currently delivering approved educational personnel preparation programs must obtain approval from its governing board for the implementation of

any new program prior to seeking review by the authorized agency. All institutions participating in the collaborative delivery of a program shall obtain the authorization of their respective boards.

15.2. Self-Study. - The institution must develop a self-study that addresses all criteria established in the self-study guidelines for new content specializations. EPPAC review of the new content specialization must be documented.

15.3. Educator Preparation Program Review Board. - The self-study shall be submitted to the Educator Preparation Program Review Board for review. Upon review of the self-study, the Educator Preparation Program Review Board may:

15.3.1. Recommend to the WVBE that the program be implemented, with or without conditions; **OR**

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

15.3.3. Require additional program development before the program is recommended for implementation. The institution may request technical assistance from the authorized agency as provided in Section 18 of this policy.

§126-114-16. Procedures for Initiating an Experimental Program or for Conducting Research on Components on Implementation Procedures within Current Policy.

16.1. Experimental Programs. - An institution currently operating approved educational personnel preparation programs may seek approval for an experimental personnel preparation program in a teaching, student support services or administrative area where there is no current WVBE approved specialization leading to West Virginia licensure provided the self-study contains sufficient justification to warrant the new specialization. The institution is encouraged to collaborate with the WVDE during the program's initial planning stage. The institution 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 of this policy for a new content specialization. The experimental program's self-study must comply with the guidelines adopted by the WVDE.

16.2. Research Options. - An institution operating approved educational personnel preparation programs may seek approval for a waiver from component requirements and or procedures in current policy for research purposes to determine if the alternative described in the waiver prepares candidates who are equal to or better than candidates subject to policy guidelines. Such request must be in writing and submitted to the Educator Preparation Program Review Board.

16.3. Program Guidelines. - An institution that seeks approval to offer an experimental 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 institution must also agree to prepare and submit a summary of its findings to the Educator Preparation Program Review Board, the WVCPTS and the WVDE.

§126-114-17. Educator Preparation Program Approval Waiver.

17.1. Waivers for new programs may be granted based on critical teacher shortage areas.

§126-114-18. Technical Assistance.

18.1. Technical Assistance in Program Development. - At the request of a West Virginia educational personnel preparation institution, the WVDE shall provide technical assistance for purposes of program development.

§126-114-19. Federal Monitoring.

19.1. 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.

§126-114-20. Severability.

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

APPENDIX A-1

**Conceptual Foundation
For Teaching and Learning in West Virginia**

Vision Statement

All students will achieve their maximum potential in order to become life-long learners and productive, responsible citizens. Therefore, it is fundamental to the interests of West Virginia's children to collaboratively maintain a thorough, efficient and accountable comprehensive educational system that meets the needs of West Virginia's future.

Core Beliefs

The education system in West Virginia is founded in the following beliefs about children, teaching, and learning:

- Students master core subjects in a contemporary context.
- Instruction always includes content in a contemporary context through the incorporation of relevant examples, applications and settings.
- Extensive contemporary content is available and used by students, including global awareness, civic and business literacy.
- Where applicable, schools create 21st century content that is relevant to the economic needs of their region, such as biotechnology, manufacturing or agricultural technology.
- Educational objectives and teaching strategies emphasize the integration of learning skills and 21st century tools, which comprises information, technology and communication (ITC) literacy.
- Learning skills and 21st century tools are used together to enable students to effectively build content knowledge.
- Through integrating learning skills and 21st century tools, students are able to do such things as access and communicate information, manage complexity, solve problems and think critically and creatively.
- 100% of students have access to 21st century tools.
- All assessment is learner-centered, formative, context-specific, ongoing and rooted in teaching strategies.

§126CSR114

- All teachers use classroom assessments that demonstrate evidence of student performance in core subjects and 21st century skills.
- All teachers share with parents and students the information needed to monitor student progress in achieving learning goals.
- Students, teachers and parents always collaborate to monitor student progress in achieving learning goals and use assessment to evaluate long-term student progress.
- Most assessments use technology and record student performance as a means of tracking information over time.
- Teachers act as facilitators, resources and partners for teaching and learning.
- All teachers use adaptable and flexible teaching and learning strategies that integrate 21st century skills.
- All teachers act as role models in the application and use of 21st century skills.

Adopted from the Partnership for 21st Century Skills

APPENDIX A-2

West Virginia Professional Teaching Standards

As articulated in the reauthorizations of the Elementary and Secondary Education Act, otherwise known as the No Child Left Behind Act, and the Individuals with Disabilities Education Act, all teachers, including general and special education, need to complete rigorous preparation programs providing them with the knowledge, skills and dispositions necessary to teach all students, regardless of abilities and needs. As a response to this need, the Chief Council of State School Officers, hereinafter CCSSO, and the Interstate New Teacher Assessment and Support Consortium, hereinafter INTASC, developed a set of ten principles which identify those areas in which a new teacher must be prepared as s/he begins her/his initial teaching experience. Each of the principles includes a descriptor of the implications for new teachers when delivering instruction to students with disabilities.

Principle #1: The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Implications for students with disabilities: Teachers demonstrate an understanding of the primary concepts and ways of thinking and knowing in the content areas they teach as articulated in INTASC subject matter principles and other professional, state, and institutional standards. They understand the underlying values and implications of disability legislation and special education policies and procedures as they relate to their roles and responsibilities in supporting the educational needs of students with disabilities. All teachers provide equitable access to and participation in the general curriculum for students with disabilities.

Principle #2: The teacher understands how children learn and develop and can provide learning opportunities that support the intellectual, social, and personal development of each learner.

Implications for students with disabilities: Teachers understand that all children have similar patterns of learning and development that vary individually within and across cognitive, social, emotional, and physical areas. They recognize that children with disabilities may exhibit greater individual variation in learning and development than students without disabilities, and that a disability often influences development and functioning in more than one area. Teachers use the knowledge of the impact of disabilities on learning and development to optimize learning opportunities for each student.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Implications for students with disabilities: Students with disabilities come from a variety of cultures, languages, classes, and ethnicities. Disability, like other aspects of diversity, may affect a student's approach to learning and a teacher's approach to teaching. Teachers understand

students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities and peer/social groups.

Principal #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Implications for students with disabilities: Ensuring that students with disabilities can participate successfully in the general curriculum requires teachers to tailor their instructional strategies to the particular learning needs of individual students. General and special education teachers use a variety of instructional strategies and technologies and know how to modify and adapt the general curriculum to accommodate individual students' needs. Students with disabilities who have goals related to an expanded curriculum will also need specialized instruction to achieve those goals.

Principle #5: The teacher use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Implications for students with disabilities: Students' affiliation and acceptance within a community is an important basis for developing social responsibility, self-esteem and positive peer relations. Students learn more effectively when they are valued members of a learning community in which everyone can learn and grow. Teachers welcome students with disabilities and take deliberate action to ensure they are included as members of the learning community. Teachers may also need to structure activities that specifically foster engagement, self-motivation and independent learning in students with disabilities.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.

Implications for students with disabilities: Students with disabilities often have communication or language delays or disorders associated with their disabilities. They may require multiple and alternative modes of communication. Teachers set a high priority on establishing a safe and comfortable environment in which students with disabilities are encouraged and supported to use language and contribute their ideas. They teach language and communication skills, make accommodations to promote effective communication, and encourage and support the use of technology to promote learning and communication.

Principle #7: The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.

Implications for students with disabilities: While students with disabilities often pursue the same learning goals within the general curriculum and benefit from instruction in a manner that is similar of that of their non-disabled peers, they may require adjustments in goals, teaching strategies, or supports. Some students with disabilities may require an expanded curriculum that

may include areas such as functional life skills, communication skills, or behavioral/social skills. Planning for students with disabilities requires an individualized plan of instruction and is a collaborative process that involves special and general educators, the student (when appropriate), families, and other professionals.

Principles #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Implications for students with disabilities: Individualized comprehensive assessments are required for students with disabilities and are used to determine eligibility for special education services, to plan individualized instruction, and to monitor and evaluate student performance. It is also expected that students with disabilities will participate in the overall assessment programs of the classroom, school district, and state, and that they may require accommodations to demonstrate their knowledge and skills. In addition, some students with disabilities may require assessments related to achievement in an expanded curriculum (i.e. alternate assessments).

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of her/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Implications for students with disabilities: Teacher reflection is essential for designing, monitoring and adapting instruction for all students, including students with disabilities. Teachers reflect on their knowledge of the learning strengths and needs of individual students with disabilities, and question and evaluate the appropriateness and effectiveness of their instructional choices and practices for building on those strengths and meeting those needs. Based on their data-based reflections, teachers engage in actions that consistently support and promote the achievement of students with disabilities.

Principle #10: The teacher fosters relationship with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Implications for students with disabilities: Families, schools, and communities are important contexts for teaching, learning, and development. Teachers advocate for students with disabilities to receive the support they need to be successful in the general curriculum and to achieve the goals of their individualized education plans. They collaborate with each other, with other professionals, and with families to ensure that students with disabilities are valued members of the classroom, school, and larger communities.

Adopted from the Model Standards for Licensing General and Special Education Teachers of Students with Disabilities from INTASC and CCSSO

APPENDIX A-3

**West Virginia Professional Standards for
Student Support Services**

The institution's program in professional studies shall promote the development and assessment of the following knowledge and skills for candidates completing a WVBE-approved student support services program. The candidate shall be able to demonstrate that s/he:

1.0 Student Services/Programs

1.1. Understands how students learn and develop and provides them with developmentally appropriate experiences or services that support their intellectual, social and personal development.

1.2. Understands the needs of special education and at-risk students and is knowledgeable of the educational programs and practices available to meet their needs.

1.3 Understands individual and group motivation and can develop strategies for organizing and supporting individual and group needs.

1.4. Has a well-grounded framework in understanding cultural and community diversity and can make accommodations for these differences.

2.0 Professional Role

2.1 Understands and practices effective communication strategies in working with students, faculty, parents and the community agencies.

2.2 Reflects on effectiveness of her/his contributions to students and the school community.

2.3. Seeks opportunities to foster positive relationships with school colleagues, parents and community agencies in endeavors that support students' learning and well-being.

2.4. Understands and utilizes ethical practices.

3.0 Schools and the Education Community

3.1. Understands the functions of schools, their purpose and administrative structure as well as the social, moral, governance and political dimensions of education.

APPENDIX A-4

West Virginia Standards for School Leaders

Standard 1: Vision

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: School Culture/Instruction

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: School Management/Environment

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization and resources for a safe, efficient and effective learning environment.

Standard 4: School Community

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Standard 5: Personal/Professional Demeanor

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Standard 6: Systems

A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Adopted from the Interstate Schools Leaders Licensure Consortium's Standards for School Leaders

APPENDIX A-5

West Virginia Educator Preparation Program Standards

There is no one best format for teacher education programs. All teacher preparation programs, however, need to be based on the West Virginia Professional Teaching Standards. The conceptual framework and the structure of educator preparation programs may vary, but they should be rooted in the following program standards. The conceptual framework shall establish the shared vision for a unit's efforts in preparing educators to work effectively in PreK-12 schools. The programs, courses, teaching, candidate performance, scholarship, service and unit accountability should all be linked to the conceptual framework. The conceptual framework(s) shall be knowledge-based, articulated, shared, coherent and consistent with the unit and/or institutional mission.

I. CANDIDATE PERFORMANCE

Standard 1. Candidate Knowledge, Skills and Dispositions

Candidates¹ preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students² learn. Assessments indicate that candidates meet professional, state and institutional³ standards.

- Element 1. Content Knowledge for Teacher Candidates
- Element 2. Content Knowledge for Other Professional School Personnel
- Element 3. Pedagogical Content Knowledge for Teacher Candidates
- Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
- Element 5. Professional Knowledge and Skills for Other School Personnel
- Element 6. Dispositions for All Candidates
- Element 7. Student Learning for Teacher Candidates
- Element 8. Student Learning for Other Professional School Personnel

Standard 2. Assessment System and Unit Evaluation

The Unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

- Element 1. Assessment System
- Element 2. Data Collection, Analysis, and Evaluation
- Element 3. Use of Data for Program

II. UNIT CAPACITY

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn.

- Element 1. Collaboration between Unit and School Partners
- Element 2. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
- Element 3. Candidates' Development and Demonstration of Knowledge, Skills, and Disposition To Help All Students Learn

Standard 4. Diversity

The unit designs, implements and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates and diverse students in P-12 schools.

- Element 1. Design, Implementation, and Evaluation of Curriculum and Experiences
- Element 2. Experiences Working with Diverse Faculty
- Element 3. Experiences Working with Diverse Candidates
- Element 4. Experiences Working with Diverse Students in P-12 Schools

Standard 5. Faculty Qualifications, Performance and Development

Faculty are qualified and model best professional practices in scholarship, service and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

- Element 1. Qualified Faculty
- Element 2. Modeling Best Professional Practices in Teaching
- Element 3. Modeling Best Professional Practices in Scholarship
- Element 4. Modeling Best Professional Practice in Service
- Element 5. Collaboration
- Element 6. Unit Evaluation of Professional Education Faculty Performance
- Element 7. Unit Facilitation of Professional Development

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities and resources, including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.

- Element 1. Unit Leadership and Authority
- Element 2. Unit Budget
- Element 3. Personnel
- Element 4. Unit Facilities
- Element 5. Unit Resources Including Technology

¹Candidates include persons preparing to teach, teachers who are continuing their professional development and persons preparing for other professional roles in schools such as principals, school psychologists and school library media specialists.

² “All students” include students with exceptionalities and the different ethnic, racial, gender, language, religious, socioeconomic and regional/geographic origins.

³ Institutional standards are reflected in the unit’s conceptual framework and include candidate proficiencies.

Modified from NCATE Standards 2000

APPENDIX B

PREPROFESSIONAL SKILLS FOR SPEAKING AND LISTENING

PROFESSIONAL SPEAKING SKILLS

1.0. Psychomotor Skills

Speak clearly and demonstrate effective use of the vocal mechanism in a public, group, or interpersonal communication interaction.

- 1.1. Articulation. Produce speech sounds intelligible to the listener(s).
- 1.2. Diction. Utilize diction that is not distracting to listener(s).
- 1.3. Vocal Flexibility. Utilize vocal inflection for emphasis and meaning.
- 1.4. Volume. Adapt to the communication situation with appropriate vocal energy.

2.0. Message Construction Skills

Construct a clear and effective message adapted to the perceptual framework of the listener(s), including nonverbal elements to reinforce and enhance the verbal component of the message.

- 2.1. Purpose. Identify the purpose (desired response) for the message.
- 2.2. Thesis. Frame the central idea of the message clearly and concisely.
- 2.3. Organization. Develop coherent main and subordinate ideas.
- 2.4. Support. Select clarifying or persuasive supporting materials appropriate to listener(s) and purpose.
- 2.5. Audience Analysis. Recognize the perceptual framework of the listener(s).
- 2.6. Style. Utilize language appropriate to listener(s), to employ acceptable grammar, and to foster supportive (avoid defensive) communication climate.
- 2.7. Vocal Flexibility. Modify pitch, rate, volume, and quality (paralanguage) consonant with intended meaning.
- 2.8. Appearance. Monitor and vary appearance consonant with communication situation and listener(s).
- 2.9. Kinesics. Utilize movement, gesture, and facial expression ("body language") as part of intended message.

2.10. Proxemics. Understand and utilize spatial relationships as part of the intended message.

2.11. Oral Reading. Analyze and interpret the writer's message by use of paralanguage and kinesics.

3.0. Feedback Skills

Analyze, evaluate, and respond to feedback as a means for improving the effectiveness of the communication interaction.

3.1. Active Listening. Perceive and evaluate accurately verbal and nonverbal feedback.

3.2. Paraphrasing. Check accuracy of feedback evaluation.

3.3. Adaptation. Modify the message appropriately in response to feedback.

3.4. Questioning. Elicit feedback productively in order to improve the effectiveness of communication.

PREPROFESSIONAL LISTENING SKILLS

1.0. Literal Comprehension

Listen actively to achieve understanding of the message in an interpersonal, group, or public communication interaction.

1.1. Thesis. Recognize and paraphrase accurately the central idea in an oral message.

1.2. Main Ideas. Identify accurately the main points that make up the thesis of the oral message.

1.3. Supporting Materials. Recognize accurately the details or evidence supporting the main points of an oral message.

1.4. Directions. Restate accurately directions and instructions.

1.5. Diction. Accommodate nonstandard articulation or dialectal patterns to achieve accuracy of intended meaning.

1.6. Suspending Judgment. Listen, without judging, in order to understand message accurately.

2.0. Interpretive Comprehension

Demonstrate listening and responding skills that clarify and enhance human relations in a public, group, or interpersonal interaction.

2.1. Paraphrasing. Restate the speaker's viewpoint accurately when it differs from that of the listener.

2.2. Feedback. Ask questions effectively and in a nonthreatening manner for clarification of information.

2.3. Difference of Opinion. Identify and understand the reason for the perspective (perceptual framework) of the speaker.

2.4. Decoding Nonverbal Cues. Identify incongruities between verbal and nonverbal cues.

2.5 Empathic Listening. Identify the emotional content of the message from vocal and nonvocal cues.

3.0. Critical Comprehension

3.1. Ideas. Evaluate the thesis, main points, and supporting material of the message.

3.2. Fact and Opinion. Distinguish between observation and inference.

3.3. Information and Persuasion. Distinguish between informative and persuasive message.

3.4. Persuasive Techniques. Identify a variety of reasoning techniques and motive appeals used in oral messages.

3.5. Drawing Conclusions. Analyze and synthesize multiple messages and draw defensible conclusions.

3.6. Assessing Credibility. Distinguish between the subjective attitude toward the speaker and the content of the message.

APPENDIX C

EDUCATIONAL TECHNOLOGY STANDARDS

All WVBE-approved programs must ensure that candidates have the requisite knowledge and skills for effective use of educational technology in instruction and content specialization including the following:

1. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

3. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.

- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

4. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

5. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.

E. facilitate equitable access to technology resources for all students.

Adopted from the International Society for Technology in Education, National Education Technology Standards for Teachers

APPENDIX D

**PROGRAMMATIC LEVELS AND SPECIALIZATIONS RECOGNIZED
ON THE PROFESSIONAL LICENSE**

Recognized Programmatic Levels

- | | |
|-----------------------|-------------|
| • Preschool Education | Birth-PreK |
| • Early Education | PreK-K |
| • Early Childhood | Grades K-4 |
| • Middle Childhood | Grades 5-9 |
| • Adolescent | Grades 9-12 |
| • Adult | Adult |

Grade Level Options for General Education Specializations

Agriculture	5-Adult
American Sign Language	PreK-Adult
Any Modern Foreign Language	PreK-Adult, 5-Adult
Art	PreK-Adult, 5-Adult, 5-9
Biology	9-Adult
Business Education	5-Adult, 9-Adult
Chemistry	9-Adult
Chemistry/Physics	9-Adult
Computer Science Education	PreK-Adult
Dance	PreK-Adult, 5-Adult
Driver Education	9-Adult
Early Childhood Education	K-4
Early Education	PreK-K
Elementary Education	K-6
English	5-Adult, 5-9
English as a Second Language	PreK-Adult
Family & Consumer Science	5-Adult
French	PreK-Adult, 5-Adult
General Math through Algebra I	5-Adult, 5-9
General Science	5-Adult, 5-9
German	PreK-Adult, 5-Adult
Health	PreK-Adult, 5-Adult
Japanese	PreK-Adult, 5 Adult
Journalism	5-Adult, 9-Adult
Latin	5-Adult, PreK-Adult
Marketing	9-Adult
Mathematics	5-9, 5-Adult
Middle Childhood	5-9
Music	PreK-Adult
Oral Communications	5-Adult, 9-Adult

Physical Education	PreK-Adult, 5-Adult, 5-9
Physics	9-Adult
Preschool Education	Birth-PreK
Reading Education	PreK-Adult
Reading Specialist ^{1,2}	PreK-Adult
Russian	PreK-Adult, 5-Adult
School-Library Media	PreK-Adult
Social Studies	PreK-Adult, 5-9
Spanish	PreK-Adult, 5-Adult
Technology Education	5-Adult
Theatre	PreK-Adult, 5-Adult
Wellness (Health-Physical Education Combined Major)	PreK-Adult

Grade Level Options for Special Education Specializations

Autism	K-6, 5-Adult
Behavior Disorders	K-6, 5-Adult
Gifted	1-12
Deaf and Hard of Hearing	PreK-Adult
Mentally Impaired (Mild/Moderate)	K-6, 5-Adult
Multi-Categorical (BD excluding Autism, MI, SLD)	K-6, 5-Adult
Preschool Special Needs	PreK-K
Severe Disabilities	PreK-Adult
Specific Learning Disabilities	K-6, 5-Adult
Visually Impaired	PreK-Adult

Grade Level Options for Student Support Specializations

Athletic Trainer	PreK-Adult
Counselor ²	PreK-Adult
School Nurse	PreK-Adult
School Psychologist ²	PreK-Adult
Social Services and Attendance	PreK-Adult
Speech Language Pathologist ²	PreK-Adult
Speech Assistant	PreK-Adult

Grade Level Options for Administrative Specializations

General Supervisor ²	PreK-Adult
Principal ²	PreK-Adult
Superintendent ²	PreK-Adult

¹Graduate Level Certification Program Required

²Master's Degree Required

§126CSR114

The West Virginia Department of Education shall issue certificates for discontinued specializations only to those students enrolled in an approved program at the time the program was discontinued.

Grade Level Options for Paraprofessionals

Paraprofessionals³

PreK-Adult

³Associate Degree required for proposed new programs.

APPENDIX E

**APPROVED STANDARDS FOR PROGRAM DEVELOPMENT
AND REQUIRED TESTS FOR COMPLETION OF WEST VIRGINIA
APPROVED PROGRAMS LEADING TO WEST VIRGINIA LICENSURE**

**DOCUMENTATION OF FOOTNOTES ON THE FOLLOWING
TABLES**

- *Indicates that the **National Standards** are used in the NCATE folio process.
- ¹The **test validity period** is ten years from the date on which the candidate passed the examination. In those circumstances where the WVBE has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period. See Section 10.5 of this policy for a more detailed explanation of testing requirements, particularly as they apply to experienced educators.
- ²The **Pre-Professional Skills Test (PPST)** [called Praxis I] may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 beginning April 1995.
- ³A candidate completing a WVBE-approved program for the initial teaching license is required to pass a WVBE-adopted Principles of Learning and Teaching Praxis II Test that includes at least a portion of the grade levels indicated on the anticipated license.
- ⁴A candidate who has successfully completed the National Evaluation Systems (NES) test in behavior disorders, mentally impaired, or specific learning disabilities is not required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test since it is assumed this content was included in the NES special education content test.
- ⁵For general science in grades 5-Adult, a candidate may substitute 1) Test No. 0235 (Biology: Content Knowledge) taken for biology certification for Test No. 0231 and/or 2) Test No. 0245 (Chemistry: Content Knowledge) or Test No. 0265 (Physics: Content Knowledge) for Test No. 0481.
- ⁶Candidates completing multi-categorical programs must take Test No. 0542 (Education of Exceptional Students: Mild to Moderate).
- ⁷A candidate who has successfully completed the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0351) is not required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0353) since it is assumed this content was included in the 0351 test.

GENERAL EDUCATION SPECIALIZATIONS

AGRICULTURE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> None <i>Praxis Test Topics</i> <ul style="list-style-type: none"> • Soil Science • Plant Science • Animal Science • Agriculture Economics • Agriculture Mechanics • Leadership and Supervised Occupational Experience <i>WV Content Standards</i> <ul style="list-style-type: none"> • Forestry 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0700 Agriculture	430				430
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

AMERICAN SIGN LANGUAGE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Sign Language Teacher Association	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required					
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

§126CSR114

ART		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> Standards for Art Teacher Preparation <i>WV Content Standards</i> • Reflecting upon and assessing characteristics and merits of their work and work of others • Making connections between visual arts and other disciplines	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0133 Art: Content Knowledge	160			160	146
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (PreK-AD programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) (5-AD programs only) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

BIOLOGY		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Science Teachers Association (NSTA) <i>WV Content Standards</i> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0235 Biology: Content Knowledge	152				152
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9) (5-AD programs only) OR	N/A		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

BUSINESS EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Standards for Business Education <i>WV Content Standards</i> • Keyboarding Applications • Word Processing • Business Computer Applications • Machine Transcription	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0100 Business Education	570				570
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
0523 Principles of Learning & Teaching (5-9) (5-AD programs only) OR	N/A		159		154	
0524 Principles of Learning & Teaching (7-12)	156			156	144	

CHEMISTRY		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Science Teacher Association* (NASTA) <i>WV Content Standards</i> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Theses and Subject Matter Science History Science Technology and Society	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0245 Chemistry Content Knowledge	157		157		150
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR	N/A		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	
NOTE: All programs leading to a Chemistry/Physics endorsement must meet the standards listed within this section as well as those listed in the Physics section. All individuals completing a program leading to an endorsement in Chemistry/Physics must meet all test requirements listed within this section as well as the Physics section.						

§126CSR114

COMPUTER SCIENCE EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> International Society for Technology in Education (ISTE)*	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

DANCE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Dance Association <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

§126CSR114

DRIVER EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> None <i>Praxis Test Topics</i> (Page 101) <ul style="list-style-type: none"> • Safe Motor Vehicle Operation and Procedures • Motor Vehicle Laws and Regulations • Automobile Operation and Maintenance • Instruction, Methodology and Evaluation • Driver Responsibilities and Special Knowledge 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0867 Safety Education	141				141
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9) OR	N/A		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

EARLY CHILDHOOD EDUCATION (K-4)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> Association for Childhood Education International <i>WV Content Standards (Grades K-4)</i> <ul style="list-style-type: none"> • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical Education 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0020 Early Childhood Education	530				530
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6)	165			165	152

§126CSR114

EARLY EDUCATION (PreK-K)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Association for the Education of Young Children* (NAEYC)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0530 PreK-Kindergarten Education	590				590

ELEMENTARY EDUCATION (K-6)		Required Score					
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998	
<i>National Standards</i> Association for Childhood Education International OR NCATE Elementary Performance Standards K-6 <i>WV Content Standards</i> • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical Education • WV Studies	PPST²						
	0710 Reading	174		174		172	
	0720 Writing	172		172		171	
	0730 Math	172				172	
	Praxis II Content Test						
		0011 Elementary Education: Curriculum, Instruction and Assessment	155			155	148
	Praxis Test³						
		0522 Principles of Learning & Teaching (K-6) OR	165			165	152
		0523 Principles of Learning & Teaching (5-9) OR	N/A	N/A	159		154

§126CSR114

ENGLISH (5-Adult)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Council for Teachers of English* (NCTE) <i>Praxis Test Topics</i> • Literature/Literacy Forms/Devices • Language/Linguistics • Composition/Rhetoric <i>WV Content Standards Including WV Authors</i> • Technology • Work Based Learning	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0041 English Language, Literature & Composition: Content Knowledge	155			155	151
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

ENGLISH (5-9)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Council for Teachers of English* (NCTE) <i>WV Content Standards including WV Authors</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0049 Middle School English	147		147		
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	N/A	N/A		156	144

§126CSR114

ENGLISH AS A SECOND LANGUAGE (PreK-Adult)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Board for Professional Teaching Standards	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

FAMILY AND CONSUMER SCIENCE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Association of State Administrators of Family and Consumer Science <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0120 Home Economics Education	530				530
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

§126CSR114

FRENCH (Test 0173 does not apply to 5-9.)		Required Score				
Standards Required	Required Test¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections -Linguistic -Interdisciplinary -Global	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0173 French Content Knowledge (Contains Listening Section)	131				131
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
0523 Principles of Learning & Teaching (5-9) OR	159		159		154	
0524 Principles of Learning & Teaching (7-12)	156			156	144	

GENERAL MATH THROUGH ALGEBRA I AND MATHEMATICS (5-9)		Required Score				
Standards Required	Required Test¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Council of Teachers of Mathematics* (NCTM) <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0069 Middle School Mathematics	148		148		
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A			165	152
0523 Principles of Learning & Teaching (5-9) OR	159		159		154	
0524 Principles of Learning & Teaching (7-12)	156			156	1441	

§126CSR114

GENERAL SCIENCE (5-Adult)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0231 Biology: Content Knowledge, Part 1 ⁵	148		148	140	135
	0481 Physical Science: Content Knowledge ⁵	142			142	133
	0432 General Science: Content Knowledge, Part 2	149			149	142
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

GENERAL SCIENCE (5-9)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0439 Middle Childhood Science	151		151		
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	N/A			156	144

§126CSR114

GERMAN (Test No. 0181 does not apply to 5-9.)		Required Score				
Standards Required	Required Test¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> (See Objectives for Appropriate levels, PreK-Adult, 5-Adult or 5-9) • Communications • Interactive Language Use • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections -Linguistic -Interdisciplinary -Global	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0181 German: Content Knowledge (Contains Listening Section)	132				132
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (PreK-AD programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

HEALTH		Required Score				
Standards Required	Required Test¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD) <i>WV Content Standards</i> • Skills Development • Injury Prevention • Personal Health and Wellness • Relationships • Tobacco, Alcohol and other Drugs • Nutrition and Physical Activity	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0550 Health Education	640		640		620
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

§126CSR114

JAPANESE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> (See Objectives for Appropriate Levels, Pre-K-Adult, 5-Adult, 9-Adult or 5-9) • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections -Linguistic -Interdisciplinary -Global	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (PreK-AD programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

JOURNALISM		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

§126CSR114

LATIN (Test No. 0600 does not apply to 5-9.)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Classical League <i>WV Content Standards</i> • Communications • Cultures • Connections	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0600 Latin	480				480
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (PreK-AD programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

MARKETING		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> None <i>WV Content Standards</i> • Knowledge of Marketing Education and Comprehensive Procedure • Extensive Human Relations Skills • Effective Job Seeking, Keeping and Learning Skills • Basic Cashiering and Math Skills • Marketing • Fundamentals • Marketing Careers • Basic Safety Technique • Selling Principles • Product/Service Planning • Consumer Characteristics and Behavior	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0560 Marketing Education	600				600
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9) OR	N/A	N/A	159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

§126CSR114

MATHEMATICS (5-Adult)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Council of Teachers of Mathematics* (NCTM) <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0061 Mathematics: Content Knowledge (Calculator Required)	133				133
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

MIDDLE CHILDHOOD EDUCATION MCE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> None <i>Praxis Test Topics</i> • Organizing Content Knowledge for Student Learning • Creating an Environment for Student learning • Teaching for Student Learning • Teacher Professionalism	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9)	159		159		154

§126CSR114

MUSIC		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Music Education National Conference <i>WV Content Standards</i> <i>Praxis Test Topics</i> • IV Music Learning K-12 • V Professional Practices	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0113 Music Content Knowledge (Contains Listening Section)	155		155		143
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

ORAL COMMUNICATION (Test No. 0220 does not apply to 5-9.)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> None <i>WV Content Standards</i> <i>Praxis Test Topics</i> • Interpersonal Communication • Small Group • Communication • Public Speaking • Media and Their Difference • Play Production • Forensics • Assessment and Evaluation	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0220 Speech Communication	600				600
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

§126CSR114

PHYSICAL EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD) <i>WV Content Standards</i> • Safety • Lifetime Wellness • Physical Activity • Social Skill Development • Movement/Rhythmic Development • Motor Skill Development	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0091 Physical Education: Content Knowledge	150				150
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

PHYSICS		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0265 Physics: Content Knowledge	126				126
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9) OR	N/A		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	
NOTE: All programs leading to a Chemistry/Physics endorsement must meet the standards listed within this section as well as those listed in the Chemistry section. All individuals completing a program leading to an endorsement in Chemistry/Physics must meet all test requirements listed within this section as well as the Chemistry section.						

§126CSR114

PRESCHOOL EDUCATION (Birth-PreK)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Association for the Education of Young Children* (NAEYC)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				

READING EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> International Reading Association* (IRA) <i>WV Content Standards</i> <i>Clinical Practice</i> A portion of the 12 required weeks of clinical practice must be spent in a reading classroom.	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required					
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

§126CSR114

READING SPECIALIST		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
GRADUATE CERTIFICATION PROGRAM <i>National Standards:</i> International Reading Association* (IRA) <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0300 Reading Specialist	520				520
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

RUSSIAN		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards Levels I-IV</i> <ul style="list-style-type: none"> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections <ul style="list-style-type: none"> -Linguistic -Interdisciplinary -Global 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Required Test	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

§126CSR114

SCHOOL LIBRARY/MEDIA		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Library Association* (ALA) <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0310 School Library Media Specialist	570		570		520
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

SOCIAL STUDIES (5-Adult)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Council for the Social Studies* (NCSS) <i>WV Content Standards Levels</i> • West Virginia Studies (8 th Grade)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0081 Social Studies: Content Knowledge	148			148	144
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

§126CSR114

SOCIAL STUDIES (5-9)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Council for the Social Studies* (NCSS) <i>WV Content Standards Levels</i> • West Virginia Studies (8 th Grade)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0089 Middle School Social Studies	151		151		
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	N/A	N/A		156	144

SPANISH (Test No. 0191 does not apply to 5-9.)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> • Communications • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections -Linguistic -Interdisciplinary -Global	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0191 Spanish: Content Knowledge (Contains Listening Section)	143				143
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

§126CSR114

TECHNOLOGY EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0050 Technology Education	570				570
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

THEATRE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Alliance for Theatre and Education <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (PreK-AD programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

§126CSR114

WELLNESS (PreK-Adult) Health and Physical Education Comprehensive		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Safety • Lifetime Wellness • Physical Activity • Social Skill Development • Movement/Rhythmic Development • Motor Skill Development • Skills Development • Injury Prevention • Personal Health and Wellness • Relationships • Tobacco, Alcohol and other Drugs • Nutrition and Physical Activity 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0550 Health Education and	640		640		620
	0091 Physical Education Content Knowledge	150				150
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

ADMINISTRATIVE AND STUDENT SUPPORT SERVICES SPECIALIZATIONS

ATHLETIC TRAINER		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Association of Athletic Trainers (NATA)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				

SCHOOL COUNSELOR		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Association of School Counselors	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0420 School Guidance and Counseling (Contains Listening Section)	580			580	

§126CSR114

SCHOOL NURSE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Association of School Nurses – “Scope and Standards of Professional School Nursing Practice” <i>State Standards</i> West Virginia Board of Examiners for Registered Professional Nurses West Virginia RN Licensure	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
No Test Required		N/A				

SCHOOL PSYCHOLOGIST		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Association of School Psychologists* (NASP)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
0400 School Psychologist		550		550		540

SOCIAL SERVICES/ATTENDANCE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>State Standards</i> School Social Services and Attendance	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
No Test Required		N/A				

§126CSR114

SPEECH ASSISTANT		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>State Standards:</i> Adopted from ASHA Including <ul style="list-style-type: none"> • Interpersonal Skills • Personal Qualities • Technical-Assistant Skills • Screening • Intervention 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				

SPEECH PATHOLOGIST		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Speech-Language Hearing Association (ASHA)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0330 Speech Language Pathology	600		600		510

PRINCIPAL, SUPERVISOR OF INSTRUCTION, SUPERINTENDENT		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Educational Leadership Constituent Council* (ELCC)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0410 Educational Leadership: Administration and Supervision	570			570	520

SPECIAL EDUCATION SPECIALIZATIONS

AUTISM		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0353 Education of Exceptional Students: Core Content Knowledge ^{4,7}	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR	159		159		154
0524 Principles of Learning & Teaching (7-12) (5-Adult programs only)	156			156	144	

BEHAVIOR DISORDERS (Excluding Autism)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0371 Teaching Student with Behavioral Disorders/Emotional Disturbances AND	156			156	136
	0351 Special Education Core Principles ⁴ OR	N/A	N/A		136	119
	0353 Education of Exceptional Students: Core Content Knowledge ^{4,7}	146	146			
	Praxis Test³					
0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR	165			165	152	
0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR	159		159		154	
0524 Principles of Learning & Teaching (7-12) (5-Adult programs only)	156			156	144	

§126CSR114

DEAF AND HARD OF HEARING		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Differentiation of Instruction • Literacy Development • Positive Behavioral Interventions & Supports • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
0523 Principles of Learning & Teaching (5-9) OR	159		159		154	
0524 principles of Learning & Teaching (7-12)	156			156	144	

GIFTED		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Differentiation of Instruction 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				161
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6)	165			165	152
0523 Principles of Learning & Teaching (5-9)	159		159		154	
0524 Principles of Learning & Teaching (7-12)	156			156	144	

§126CSR114

MENTALLY IMPAIRED (MILD/MODERATE)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0351 Special Education Core Principles ⁴ OR	N/A	N/A		136	119
	0353 Education of Exceptional Student: Core Content Knowledge ^{4,7}	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only)	156			156	144

Multi-Categorical Special Education (BD excluding Autism, MI, SLD)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0371 Teaching Students with Behavioral Disorders/Emotional Disturbances AND	N/A	N/A		165	136
	0381 Teaching Students with Learning Disabilities AND	N/A	N/A		144	124
	0351 Special Education Core Principles ⁴ OR	N/A	N/A		136	119
	0542 Education of Exceptional Students: Mild to Moderate ⁶ AND	153	153			
	0353 Education of Exceptional Students: Core Content Knowledge ^{4,7}	146	146			
	Praxis Test³					
0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR	165			165	152	

§126CSR114

	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only)	156			156	144

PRESCHOOL SPECIAL NEEDS (PreK-K)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0690 Preschool/Early Childhood	550			550	510
	Praxis Test³					
No Test Required						

SEVERE DISABILITIES		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) for MR/Developmental Disabilities as Applied to Students With Severe and Profound Disabilities • Consultation • Developing IEPs with WV Content Standards & Objectives	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0544 Education of Exceptional Students: Severe to Profound Disabilities	N/A-Cut Score to be Determined				
	0353 Education of Exceptional Student: Core Content Knowledge ^{4,7}	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

§126CSR114

SPECIFIC LEARNING DISABILITIES		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavior Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0381 Teaching Students with Learning Disabilities AND	N/A	N/A		144	124
	0351 Special Education Core Principles ⁴ OR	N/A	N/A		136	119
	0382 Education of Exceptional Students: Learning Disabilities, AND	133			136	119
	0353 Education of Exceptional Students: Core Content Knowledge ^{4,7}	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only)	156			156	144

VISUALLY IMPAIRED		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Differentiation of Instruction • Literacy Development • Positive Behavior Interventions & Supports • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A	N/A			
	0280 Teaching Students with Visual Impairments	660	660			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
0523 Principles of Learning & Teaching (5-9) OR	159		159		154	

§126CSR114

	0524 Principles of Learning & Teaching (7-12)	156			156	144
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FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 5100 - Approval of Educational Personnel Preparation Programs FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$0	\$0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

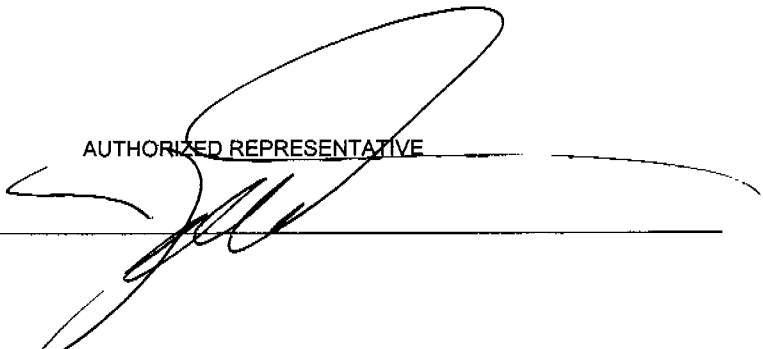
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

5-11-05

West Virginia Department of Education



POLICY 5100 - Approval of Educational Personnel Preparation Programs

COMMENT LOG

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
06-12	Serena Starcher Coordinator, Teacher Education slstarch@access.k12.wv.us West Virginia Department of Education Office of Professional Preparation	<p>§126-114-5 Definitions</p> <p>The name of one of the accrediting agencies (American Association of Bible Colleges) recognized by the WVBE has been changed to The Association for Biblical Higher Education. Policy should be changed to reflect this name change.</p>	A+	The definition of Accredited Institution of Higher Education has been modified by deleting "American Association of Bible Colleges" and adding "The Association for Biblical Higher Education."
05-16	Elizabeth Dooley Department Chairperson Elizabeth.Dooley@mail.wvu.edu West Virginia University PO Box 6122 Morgantown WV 26506-6122	<p>§126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>Field Experience Concerns</p> <p>I. Students pursuing post baccalaureate teacher education certifications in Math, Science, Social Studies, English Education, Foreign Languages currently complete field experience in both public school and private schools setting in addition to those after school programs that provide services to K-12 students. To mandate that all those field experience</p>	N-	Given the various responsibilities of today's teacher as well as the challenging demands for meeting the needs of all students, regardless of such factors as race, ethnicity, cognitive level and socioeconomic status, the entry level teacher must be prepared with the knowledge, skills and dispositions for ensuring the success of all students. Recognizing

hours be completed in a public school will create a burden for the non-traditional post baccalaureate students who have day-time obligations. These students complete their student teaching in public school settings and at that point are forced to leave full time jobs to complete program requirements. Flexibility when completing field experiences would allow us to continue to meet the needs of our diverse learners.

2. Due to the limited number of public schools and the growing number of initial certification students, placement options are limited. If we are mandated to limit options, we will also have difficulty identifying sites for students to complete the required number of hours.

3. Students typically complete post BA initial Certification programs in 3-4 semesters. Since these students are non-traditional in that many have other day time obligations, the 125 hour field requirement is unrealistic, thus creating a barrier that reduces the number of program completers or it may discourage program entry. I would recommend a more realistic range of 50-80 hours.

the enormous task and role of today's teacher, all prospective teachers need a variety of experiences prior to entering and being responsible for their own classroom in order to develop the knowledge, skills and dispositions necessary for effectively teaching children to excel in the 21st century.

Further, given the various issues applicable to public schools, not necessarily found in non-public schools (i.e., mandated reporting of child abuse, modifications for special needs students), it is imperative that prospective teachers have a variety of experiences so as to be prepared for their future roles as educators.

Finally, based upon information provided by the 19 institutions of higher education that prepare teachers in the state of West Virginia, the average number of field experience hours (pre-student teaching) is 158.57 while secondary students complete an average of 122 clock hours.

06-09 c. lynne hannah

I would like to comment on following

N-

Given the various responsibilities of

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addition:

" c. Field-based Experiences. – All teacher candidates completing a WVBE-approved teacher preparation program for initial teacher licensure must complete a minimum of 125 clock hours of field experience in a public school under the direction of a teacher licensed to teach in the state, by the state's authorized agency, in which the field experience is occurring."

I have two comments to make.

1. In the eastern panhandle of the state of WV, we are experiencing grave difficulties in maintaining and replacing teachers who are certified in the areas in which they are teaching. Our (Shepherd University) undergraduate Teacher Education Program currently has this number of pre-student teaching field hours in our program. However, it is becoming increasingly difficult to meet this field hour requirement, as the number of certified teachers (especially in Science, Math, and Social Studies) dwindles. Many seasoned teachers are being wooed to Maryland and Virginia by

today's teacher as well as the challenging demands for meeting the needs of all students, regardless of such factors as race, ethnicity, cognitive level and socioeconomic status, the entry level teacher must be prepared with the knowledge, skills and dispositions for ensuring the success of all students. Recognizing the enormous task and role of today's teacher, all prospective teachers need a variety of experiences prior to entering and being responsible for their own classroom in order to develop the knowledge, skills and dispositions necessary for effectively teaching children to excel in the 21st century.

Further, given the various issues applicable to public schools, not necessarily found in non-public schools (i.e., mandated reporting of child abuse, modifications for special needs students), it is imperative that prospective teachers have a variety of experiences so as to be prepared for their future roles as educators.

Finally, based upon information

significantly higher salaries. Many of our graduates are taking jobs in these states, for two reasons: these states will give them a contract before they have graduated, and they pay significantly higher salaries. Each of these states has an enormous number of job openings every year. In order to provide extra hands in WV classrooms and because of travel costs for our supervisors, we try to place our pre-student teachers in WV schools.

provided by the 19 institutions of higher education that prepare teachers in the state of West Virginia, the average number of field experience hours (pre-student teaching) is 158.57 while secondary students complete an average of 122 clock hours.

We currently have a 10 hour field requirement for our Foundations of Education class. Our students volunteer at JobCorps for these 10 hours. This is an extremely valuable experience for our preservice students, who have succeeded in their schooling (otherwise they wouldn't be here). They get first hand experience working with students for whom the system failed, or who themselves did not find the school system to meet their needs. Given that this is part of the content examined in this course, we feel this field experience is necessary and important.

Could this requirement be amended so

that such an experience would count. Not all of the teachers at JobCorps are certified in the area in which they are teaching. Our students are not working with the teachers, they are working with the students in a volunteer capacity.

2. Last year, our MAT program was passed by the state. In this program, due to the fact that many of our potential students are working full time jobs and will be taking classes at night, we had 50 hours of pre-student teaching experiences. It will be extremely difficult to have these students meet this requirement for the following reasons:

a. It will be difficult to find sufficient field experiences with certified teachers operating in the evenings for students to accrue 125 clock hours. We have the JobCorps experience in this program as well, and have been able to work out evening and Saturday hours with them.

b. Some of our candidates are teaching on permit, in WV, MD, and VA. They will not be able to get 125 hours with a certified teacher.

As I stated above, our area of the state is in a grave situation. We cannot keep teachers because of the salaries that the state offers and we cannot recruit new teachers because of the salaries coupled with the incredibly high cost of living in the area. At Shepherd, we have are trying to meet the needs of our area by adding a night time MAT program. This new requirement for field hours will make it extremely difficult for us to try to help the area schools.

I thank you for your time.

The secondary level program does not fit the definition of purpose, to provide basic initial knowledge and understanding. The "equivalency in content major" is an at first glance laudable approach, BUT in reality it serves the colleges and NOT the high schools. The 48 hour base is overkill!!! High schools need teachers of multiple fields. Rather than running potential teachers off with 48 hrs of required chemistry whyn not umberella all sciences (math,biological & physical) under the 48 hr requirement?? The only justification to do otherwise are not in the best interest in improving math-science instruction in our schools.

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06-12

N⁰

Currently, both the West Virginia Higher Education Policy Commission and the West Virginia Board of Education require the equivalent of a major for each science specialization in which teachers may be licensed. However, WVDE staff and representatives of higher education are preliminarily discussing options for having "umbrella" science programs leading to two or more areas of science certification.

Anne Nardi
Dean

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WVU

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06-12

Re. 6.3.2.b We do have some students in the post-BA program who pursue the 5-9 specialization as a single certification and this would create great difficulties. We would like to retain this option.

A⁰

This requirement will be effective for all new programs. Existing programs will be permitted to continue to operate as approved.

§126-114-7 Alternative Preparation Program Requirements: General Education Teacher

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06-12

In sections 7.1.a (page 12) the GPA minimum of 2.50 has been apparently eliminated. This presents a potential area of difficulty that might allow individuals that are not able to meet undergrad GPA requirements to circumvent a (quality control) requirement. The GPA should be stated as a minimum (2.50) or a statement that allows the institutions to set their own specific GPA minimum.

N-

Currently, the WVBE has not established admission GPA requirements for any programs other than the alternative route to certification programs. Further, W.

Va. Code §18A-3-1a does not stipulate a GPA admission requirements to such programs.

Given the increasing number of shortages in the state and in order to make the alternative route to certification programs viable options for individuals who wish to seek a career in education, the GPA requirement has been removed as an admissions requirement.

However, it is necessary to note that institutions of higher education may choose to set an admissions requirement pertaining to GPA.

Further, institutions of higher education must also be mindful of the fact that all individuals completing alternative routes to certification must have a minimum overall GPA of 2.5 in order to be issued a professional teaching certificate at the conclusion of the alternative route to certification program.

Currently, the WVBE has not established admission GPA requirements for any programs other than the alternative route to certification programs. Further, W. Va. Code §18A-3-1a does not stipulate a GPA admission requirements to such programs. Given the increasing number of shortages in the state and in order to make the alternative route to certification programs viable options for individuals who wish to seek a career in education, the GPA requirement has been removed as an admissions requirement.

However, it is necessary to note that institutions of higher education may choose to set an admissions

I am opposed to removing the "minimum over 2.5 G.P.A." requirement from Policy 5100. Removal of the G.P.A. requirements is contrary to the practices and requirements for our current undergraduate teacher education programs. A G.P.A. of less than 2.5 in previous undergraduate content programs suggests that a student enrolled in an alternative certification program does not demonstrate mastery of content.

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06-12

N-

requirement pertaining to GPA. Further, institutions of higher education must also be mindful of the fact that all individuals completing alternative routes to certification must have a minimum overall GPA of 2.5 in order to be issued a professional teaching certificate at the conclusion of the alternative route to certification program.

§126-114-8 Alternative Preparation Program Requirements: Special Education Teacher

Currently, the WVBE has not established admission GPA requirements for any programs other than the alternative route to certification programs. Further, W. Va. Code §18A-3-1a does not stipulate a GPA admission requirements to such programs. Given the increasing number of shortages in the state and in order to make the alternative route to certification programs viable options for individuals who wish to seek a career in education, the GPA requirement has been removed as an admissions requirement.

However, it is necessary to note that

I am opposed to removing the "minimum over 2.5 G.P.A." requirement from Policy 5100. Removal of the G.P.A. requirements is contrary to the practices and requirements for our current undergraduate programs. A G.P.A. of less than 2.5 in previous undergraduate content programs suggests that a student enrolled in an alternative certification program does not demonstrate mastery of content.

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N-

06-12

institutions of higher education may choose to set an admissions requirement pertaining to GPA. Further, institutions of higher education must also be mindful of the fact that all individuals completing alternative routes to certification must have a minimum overall GPA of 2.5 in order to be issued a professional teaching certificate at the conclusion of the alternative route to certification program.

§126-114-10 Additional Program Requirements

In section 10.4.1 Gifted, the policy now states that endorsement in this area for grades 1-12 must be added to certification in some general education specialization, excluding anyone only certified in some other area of special education. This means that individuals who are certified in areas such as Agriculture, Driver Education, Journalism, and Marketing are considered to have appropriate background to each gifted students, but those who are certified in Multicategorical Mild Disabilities do not, with no clear rationale for this policy.

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06-12

A+

Policy has been changed to reflect the requirement currently in place for behavior disorders, mental impairments (mild/moderate), multicategorical and specific learning disabilities such that individuals must hold, qualify for or simultaneously complete a specialization in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies in order to be granted the gifted endorsement.

At one time, to earn certification in

gifted, individuals had to be certified in elementary education or in an academic area of secondary education, which made some sense in that they would have an appropriate content background). However, this has been broadened over the years to include ANY area of education (except, apparently, special education). In the absence of a compelling reason for this exclusion, special educators are at least as qualified as some of the other groups to become teachers of gifted students, so the policy needs to be changed to allow endorsement in gifted to also be added to special education specializations as well as general education specializations.

§126-114-12 Educator Preparation Program Approval Process

In section 12.3.4 (page 22) a vague, "all inclusive" review policy is stated that basically does not specify who may instigate a review, when it may be instigated, or why such a review may be initiated. The policy, as stated, is too global and too subjective for inclusion in Policy 5100. In section 14.1 (page 23) the filing of Annual Reports, and subsequent results, should be more than sufficient in governing the review process thus negating the inclusion of 12.3.4.

N-

In the current era of accountability and increased requirements for student achievement, it is imperative that institutions of higher education prepare prospective teachers with the knowledge, skills and dispositions necessary for teaching children in the 21st century. While the institutions of higher education in West Virginia that offer West Virginia Board of Education (WVBE) approved programs have accreditation/state

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06-12

review visits on a seven-year cycle, situations arise that necessitate a review of an educator preparation unit or a specific preparation program. Therefore, it is necessary for the West Virginia Department of Education (WVDE) to be clearly granted the authority to exercise discretionary power to determine when a unit or program needs reviewed outside of the typical seven-year review process.

In the current era of accountability and increased requirements for student achievement, it is imperative that institutions of higher education prepare prospective teachers with the knowledge, skills and dispositions necessary for teaching children in the 21st century. While the institutions of higher education in West Virginia that offer West Virginia Board of Education (WVBE) approved programs have accreditation/state review visits on a seven-year cycle, situations arise that necessitate a review of an educator preparation unit or a specific preparation program. Therefore, it is necessary for the West Virginia Department of

The inclusion of section 12.3.4 of Policy 5100 concerns me. There are currently multiple procedures and reports in place that provide information to the WVBE. Additionally, institutions submit annual reports to WVHEPC, NCATE, and AACTE. Programs that are fully accredited by NCATE are on a seven-year re-accreditation cycle that includes a team visit, but the cycle could be shorter (2-5 years) if there are problems. The time and resources required to deal with "drop-in" visits would take away from personnel and resources that are engaged in preparing quality teachers.

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N-

Education (WVDE) to be clearly granted the authority to exercise discretionary power to determine when a unit or program needs reviewed outside of the typical seven-year review process.

§126-114-14 Annual Reports

I am specifically concerned about the following new addition: "evidence that the program limits admission in certification areas that produce too many teachers; and evidence that the program trains teachers in high-shortage areas." Since elementary education is the program that they are referencing, the new text would require us to limit our enrollment in Elementary education. This proposed addition is in response to some of the political voices in Charleston who don't think we should be training elementary teachers who will leave the state for employment. They think that we will force those students to major in math or science education if we don't allow them into elementary. However, I think they will just go out of state for their elementary education training. Using the logic behind this proposal, we should also limit enrollment in West Virginia higher education in all of the large programs

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06-06

A+

Changes to the identified requirements for the annual higher education report card have been made in the revised policy.

Language pertaining to restricting enrollment in low-needs areas as well as evidence that the institution trains teachers in high-needs areas has been modified to require evidence that the program informs candidates of certification areas that are identified as low-need areas and evidence that the program encourages candidates to pursue certifications in high-shortage areas.

including Business, Criminal Justice, Medical Profession, Law, etc since most of those students are also leaving the state for work. I think it is unfortunate that the children from the families in West Virginia have to leave the state to pursue their careers. However, we don't want to also force them to leave the state to pursue their college education.

This will be especially harmful to WLSC because of our proximity to Ohio and Pennsylvania colleges that offer teacher education programs.

Section 126-114-14.2 which creates a new Teacher Preparation Report Card will limit the ability of some colleges to offer teacher preparation programs. The Teacher Education Advisory Council for the Higher Education Policy Commission would like to see the wording of this section of the policy changed to the following:

"Data collected from institutions shall include, but not be limited to, the average raw score of candidates admitted to the program on the preprofessional skills test (taken prior to program admission); the number of candidates entering and completing student teaching in a

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06-11 West Virginia University at
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Parkersburg WV 26104

Changes to the identified requirements for the annual higher education report card have been made in the revised policy. Language pertaining to restricting enrollment in low-needs areas as well as evidence that the institution trains teachers in high-needs areas has been modified to require evidence that the program informs candidates of certification areas that are identified as low-need areas and evidence that the program encourages candidates to pursue certifications in high-shortage areas.

A+

<p>reporting year; the number of graduates who passed the state licensing exams (subject matter and pedagogy) on first attempt and multiple attempts; the satisfaction rating by cooperating teachers on student teachers from the institution; the average raw score of candidates on subject matter and pedagogy exams; evidence that the program informs candidates of certification areas that are identified as low-need areas; and evidence that the program encourages candidates to pursue certification in high-shortage areas." Consideration of these changes will be appreciated.</p>	<p>A request will be made to identify "higher education" at the beginning of this comment form asking to "select the box that best describes your role."</p>
<p>It would be good to include "Higher Education" in the section at the beginning of this comment form asking to "select the box that best describes your role."</p>	<p>Changes to the identified requirements for the annual higher education report card have been made in the revised policy. Language pertaining to restricting enrollment in low-needs areas as well as evidence that the institution trains teachers in high-needs areas has been modified to require</p>
<p>Kathryn L. Liptak Chair, Division of Education and Human Performance liptakka@concord.edu Concord University P.O. Box 1000 Campus Box 92 Athens WV 24712</p>	<p>A+</p>
<p>06-12</p>	<p>06-12</p>

enrollments in high-shortage areas such as math or science.

evidence that the program informs candidates of certification areas that are identified as low-need areas and evidence that the program encourages candidates to pursue certifications in high-shortage areas.

As you noted, the current annual report is primarily used to track changes to an institution's programs as well as to collect information pertaining to current initiatives at the time the annual report is filed. The information collected for purposes of Title II pertains primarily to pass rates on Praxis I and Praxis II exams for those individuals who meet the definition of program completer (i.e., someone who meets all requirements for certification). Finally, the information contained within the Self-Study and CARS reports is only provided every seven years.

It is intent of the WVDE to annually produce a report card for the state's institutions of higher education and post them on the WVDE's website. Furthermore, the WVDE hopes to gain a better overall picture of the WVBE-approved programs offered

14.2 - This policy includes tremendous changes and additional data reporting to the Annual Reports from previous years. Annual Reports have been kept to a reasonable description of changes to programs since last report. Other data is available to the WVDE via Title II reports and in intervals of accreditation visits within Self-Study and CARS reports. Annual Reporting to accrediting organizations also include much of this type of information. This is unnecessary for the needs of the WVDE, unless they are planning to do research with this information and prepare some type of report for distribution. The satisfaction ratings are particularly inappropriate to collect state-wide, since we all use completely different performance assessment instruments.

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06-12

at the state's 19 institutions of higher education on a continuing basis.

§126-114 Appendix D Programmatic Levels and Specializations Recognized on the Professional License

The special education specialization in Severely/Profoundly Impaired (Severely and Profoundly Disabled) needs to be changed to a term that reflects current conceptualizations of these students, uses less stigmatizing terminology about their condition, and creates less confusion among school staff and family members about which students are appropriately served by teachers with this certification.

The term "severely/profoundly" represents older terminology in the field of special education that arose during the 1970s, when it became necessary to move this group of students from purely custodial care in institutions to educational programs in public schools. The field has long since discontinued use of this term and many states have switched to using certification categories such as Severe Disabilities or Intensive Special Needs. School staff are generally reluctant to classify students in this category and parents are often resistant to having their children placed in such programs or served by such teachers because of the negative association with

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After consulting with the WVDE's Office of Special Education Achievement, the name of this specialization has been changed from "severely/profoundly impaired" to "severe disabilities."

A+

06-12

severe/profound mental retardation. In fact, the American Association on Mental Retardation, which just this month voted to change its name to American Association on Intellectual and Developmental Disabilities, now prefers use of the term

In addition, this term encompasses a much broader group of students that those with severe or profound mental impairments since it includes individuals with moderate mental retardation (low moderate) as well as others who have multiple disabilities – their common characteristic is that they need extensive and intensive programming to address their complex needs. The original term for this group in the Education of All Handicapped Children Act of 1975 was severe disabilities, to highlight that group of students who need educational programs and services even beyond what is offered by special education for most students with disabilities because they had “substantial limitations in one or more areas of major life functioning”. In the No Child Left Behind Act and the 2004 amendments to the Individuals with Disabilities Education Act, this group is

now considered to have "significant cognitive disabilities" and to be eligible for alternate achievement standards and alternate assessment; so it seems like this would be an appropriate term to use at this point in time.

Since the certification program in Severe/Multiple Disabilities at West Virginia University is currently the ONLY program in the state that prepares teachers in this very low incidence area and WVU is initiating the request for the change, there should not be any significant opposition to it and there should not be any problem created for any other teacher education program. Making this change now would allow West Virginia to be a leader in moving to new terminology for this group of students and better aligning its teacher certification categories with NCLB and IDEA.

§126-114 Appendix E Approved Standards for Program Development and Required Tests for Completion of West Virginia Approved Programs Leading to West Virginia Licensure

Tammy Aliff
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Marshall University

06-01

The content test for Physical Education is listed as 0522 should it be 0091?

A+

The correction has been made.

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Serena Starcher
Coordinator, Teacher Education
West Virginia Department of
Education
Office of Professional
Preparation

During the public comment period, it was
brought to my attention that a footnote
had been inadvertently omitted from the
General Science 5-Adult table. The
footnote "5" should have been included
for Test No. 0231 and Test No. 0481.

06-12

A+

The correction has been made.