

**WEST VIRGINIA
SECRETARY OF STATE**

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ADMINISTRATIVE LAW DIVISION

Form #5

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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 _____

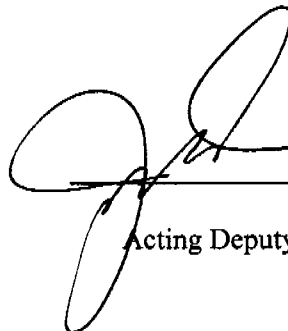
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 114

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 September 11, 2005.



Jack McClanahan
Acting 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-3-1a, by House Bill 2528, to provide greater flexibility in the alternative preparation of general education teachers. Amendments to W.Va. Code §18A-3-1a also provide the WVBE authority to approve alternative preparation programs for special education teachers.
- The Reauthorization of IDEA includes the definition of highly qualified special education teacher. In response to this definition, changes to special education preparation programs are necessary.
- WVBE Policy 5202 is being revised in conjunction with Policy 5100.

Major Revisions:

- Section 6.3.2. Standards for subject-area content in secondary-level teacher preparation programs have been added to ensure that secondary-level preparation programs include the equivalent of a degree major in the content area for which an individual is seeking certification. This addition aligns with the West Virginia Higher Education Policy Commission's Rule 46 which requires all secondary-level teacher preparation programs offered at public institutions of higher education to include the equivalent of a degree major.
- Section 6.3.3. In response to suggestions from the Math Task Force, requirements for mathematics in elementary and middle-level teacher preparation programs are included within this section.
- Section 6.3.4. To ensure that all teacher preparation programs include instruction in reading and the teaching of reading, semester hour requirements have been added within this section.
- Section 6.3.5. Given the recent reauthorization of IDEA and the need for all teachers to have the knowledge and skills necessary to teach all students, requirements for all programs to contain instruction in special education have been included.
- Section 6.4.2.c.B. In past revisions, specifications regarding field experiences and clinical practice for programs with the K-Adult programmatic level were not specified. Those requirements have been added.
- Section 7.2. Revisions were made to the program requirements for alternative preparation programs for general education teachers based upon recent revisions to W. Va. Code §18A-3-1a.

- Section 8. A new section outlining the requirements for alternative preparation programs for special education teachers has been added based upon recent revisions to W. Va. Code §18A-3-1a.
- Section 10.2.11. Additional language has been added to this section to define “substantive” program modifications to ensure that major program changes are reviewed and recommended (or not recommended) to the WVBE for approval.
- Section 10.4.6. In response to the reauthorization of IDEA and the requirements for highly qualified special education teachers, language has been struck which provides for special education programs at the graduate level to be completed without also completing a content specialization.
- Appendix A-1. In order to remain current with national trends in teacher education and to help ensure graduates of WVBE-approved teacher preparation programs are prepared to teach in the classrooms of today and the future, the skills identified in *Learning for the 21st Century* have been included as requirements for institution’s conceptual frameworks.
- Appendix A-2. In order to remain current with national trends in teacher education and to help ensure that graduates of WVBE-approved teacher preparation programs are prepared to teach all students, the INTASC standards have been included as standards which all teacher preparation programs must meet.
- Appendix C. The current technology objectives have been updated to the National Education Technology Standards for Teachers provided by the International Society for Technology in Education.
- Appendix D. Programmatic levels for some areas of special education have been modified in response to the need for content and special education preparation for all special education teachers.
- Appendix E. Additional requirements (i.e., semester hours in reading, literacy development, positive behavioral interventions and supports, consultation) have been added for special education teacher preparation programs.

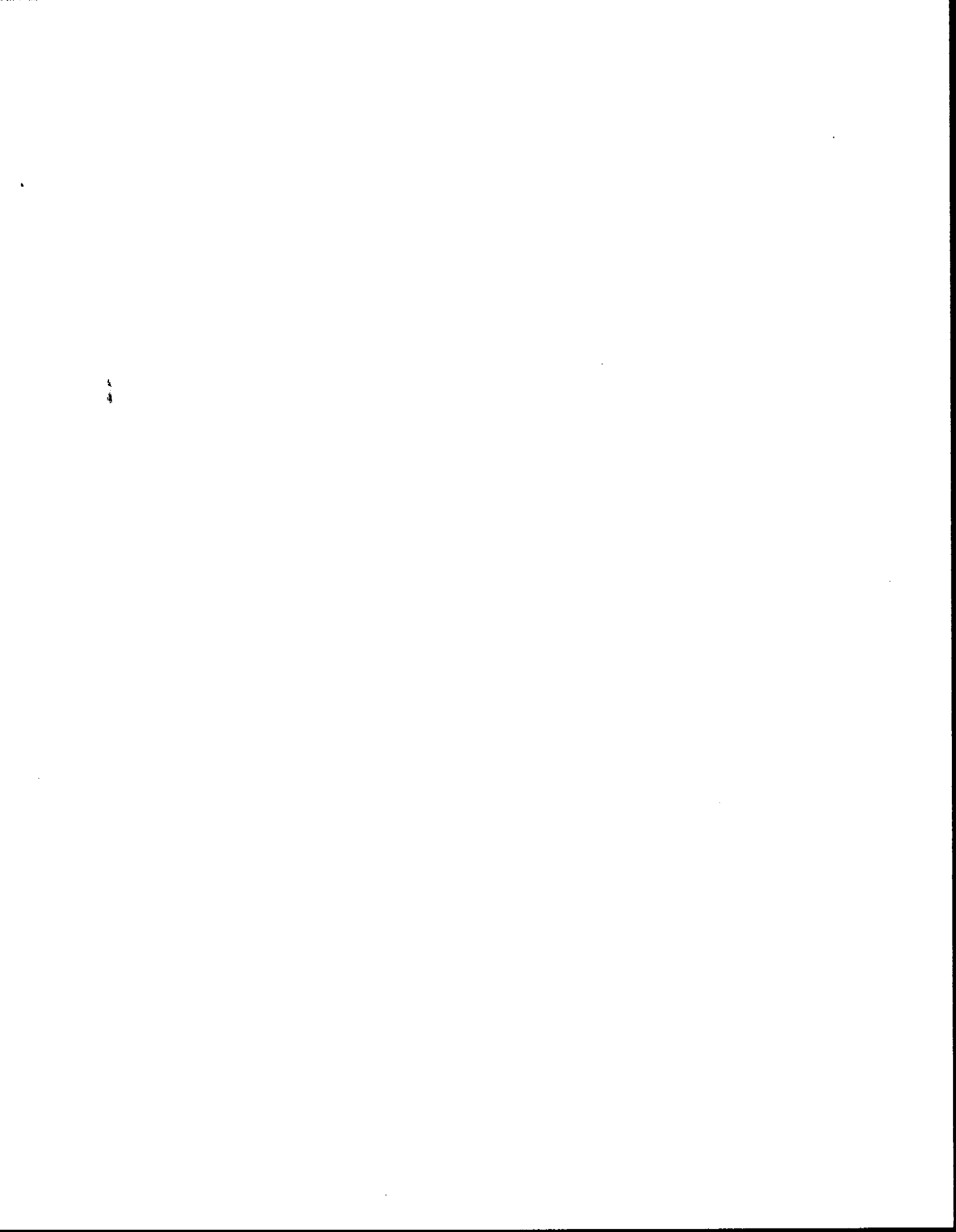
Impact:

- 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 for all teacher preparation programs.
- All teacher candidates will complete coursework in special education as a means for ensuring that all graduates are equipped with the knowledge and skills necessary to teach all students.
- Alternative preparation programs for both general and special education teachers will be developed and implemented as additional routes for individuals to complete to become certified and highly qualified to teach in the public schools of West Virginia.

Response to Comments:

- Thirty-two comments were received from 15 individuals.

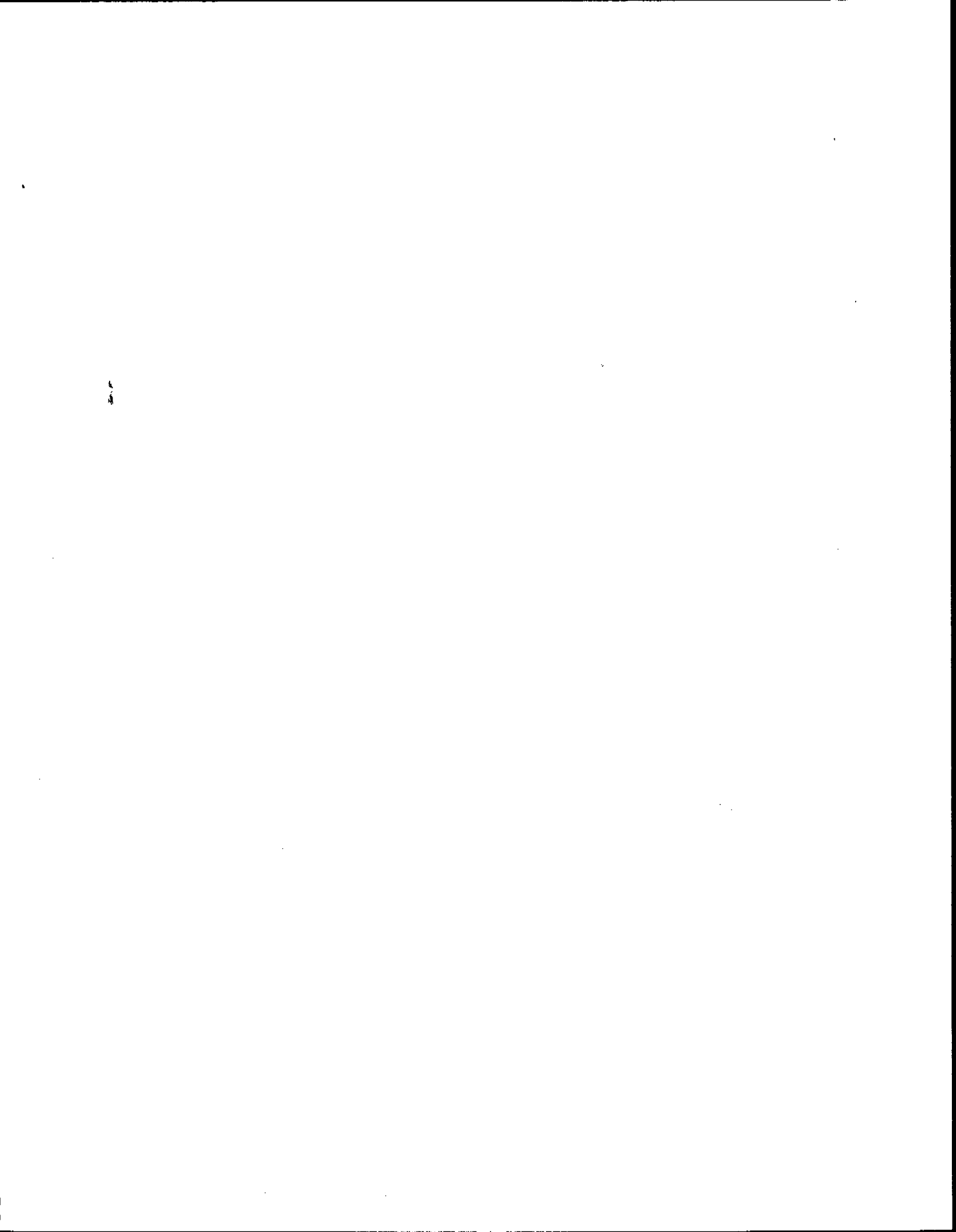
- Fourteen comments received during the comment period pertained to the requirement for a minimum number of semester hours of coursework in reading, mathematics and special education for all teacher preparation programs. No changes were made to the revisions due to the following (1) student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP; (2) recommendations of the Mathematics Task Force for the preparation of elementary and secondary mathematics teachers; and (3) increased tendency to include special needs students in the “regular education” classroom.
- Three comments received during the comment period pertained to the requirement for clinical practice (student teaching) to be completed in a public school(s). No changes were made to the revision due to the historical intent of the policy which has been for clinical practice to be completed in the public schools. However, to respect the mission of some institutions of higher education, some field experiences may be completed in settings other than the public schools.
- Two comments received during the comment period pertained to changes in the preparation programs of and programmatic levels for the special education areas of autism, behavior disorders (excluding autism), mentally impaired (mild/moderate), multi-categorical and specific learning disabilities. Based upon the comments received, language has been rewritten to ensure proper understanding of the intent of changes in special education.
- One comment received during the comment period pertained to the review of substantive changes to WVBE-approved educator preparation programs. No change was made to this requirement due to the need to ensure such programs maintain the rigor with which they were originally approved as well as to ensure that all programs continue to meet the applicable standards delineated in Policy 5100.
- One comment received during the comment period pertained to the unit standards all educator preparation programs must meet. As requested in the comment, more detailed information has been provided in Appendix A-5 to ensure proper and thorough understanding of the standards.
- Two comments received during the comment period pertained to incorrect test requirements identified in Appendix E. Appropriate changes have been made.
- One comment received during the comment period pertained to the inclusion of a three-semester hour course in research-based mathematics strategies for all preparation programs for special education teachers, with the exception of the severely/profoundly disabled program. The three-semester hour course has been included as a requirement for such programs.
- Two comments received during the comment period requested no action.
- Four comments received during the comment period were questions of clarification but did not require action. Clarification was provided in the response and will be provided at future meetings with county personnel directors and representatives of higher education.



**TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION**

SERIES 114

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



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**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

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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 professional 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. - August 12, 2005

1.4. Effective Date. - September 11, 2005

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 September 13, 2004 and effective October 13, 2004.

§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 skills, dispositions, and knowledge 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

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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 §126-114-12.4. that: a) respect any applicable standards or accreditation procedures, whether established by the WVBE or the higher education governing board(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.

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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 American Association of Bible Colleges, 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 an 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

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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.

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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) 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 Higher 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.

§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. Educational technology knowledge and skills related to this component are found in Appendix C.

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. The institution shall establish the assessments and acceptable levels for the speaking, listening, and educational technology skills.

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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 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 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. 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.

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

6.3.2. Standards for Subject-Area Content in Secondary-Level Teacher Preparation 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 would be required are: biology, business education, chemistry, English, French, German, Japanese, general science, Latin, mathematics, modern foreign languages, physics, Russian, Spanish, and social studies.

c. Each secondary-level certification area referenced in Section 6.3.2.b. 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 credit 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.b. is to be at least the equivalent of corresponding baccalaureate degrees, in no instance shall the number of credit hours in the content area of a secondary-level teacher preparation program be less than 36.

d. Each secondary-level certification area referenced in Section 6.3.2.b. 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 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.

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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.

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.

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 West Virginia 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.

6.4. Professional Education Component.

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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) 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 and student support personnel. The description shall reflect the appropriate West Virginia Professional Educator Standards listed in Appendices A-2 through A-4. The educational technology skills for this component are listed in Appendix C, Section 3.0.

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 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, Sections 2.0 and 3.0) 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:

A. be consistent with relevant standards (i.e., West Virginia Professional Teaching Standards found in Appendix A-2, appropriate Professional Learned Society 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;

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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 and Clinical Experiences. - 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 in a public school under the direction of a teacher licensed to teach in the state of West Virginia by the WVDE. A public school is defined as a public school or agency licensed by the state. The candidate must be assessed during the clinical experience in at 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

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the candidate to practice and develop skills.

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

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

a. 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, with a minimum overall 2.5: GPA from a regionally accredited institution of higher education, as defined in §126-114-5, in a subject area taught in the public schools of West Virginia; **AND**

b. meet the proficiency score(s) on the state competency exam(s) in pre-professional skills or qualify for an exemption as described in §126-114-6.2.3 (Refer to Appendix E for a list of the required exams.); **AND**

c. 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 for a list of the required exams.); **AND**

d. 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**

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

f. 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 §126-114-12:

a. 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

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education and diversity out of the 18 required semester hours.

b. 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 §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 §126-114-7.2.a during Phase I.

c. 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 §126-114-7.3, 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 §126-114-7.2.a during Phase II.

d. 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 §126-114-7.2.a during Phase III and receive opportunities to observe the teaching of experienced colleagues.

7.3 Professional Support Team.

a. 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 18A-3-2b, a college or university education faculty member and a curriculum supervisor. Districts or schools which 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.

b. 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.

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c. 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 educational 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 §18A-3-1a.

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

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

a. 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, with a minimum overall 2.5 GPA from a regionally accredited institution of higher education, as defined in §126-114-5; AND

b. meet the proficiency score(s) on the state competency exam(s) in pre-professional skills or qualify for an exemption as described in §126-114-6.2.3 (Refer to Appendix E for a list of the required exams.); AND

c. 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

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

8.2. Program Requirements. - In accordance with §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 shall be followed for the preparation of alternatively prepared special education teachers.

a. All programs shall include instruction in consultation, developing IEPs with WVBE content standards and objectives, differentiated instruction, Positive Behavioral Interventions and Supports, and reading and mathematics strategies.

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b. 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.

c. For teachers not currently certified in special education, alternative programs may be developed 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.

d. For individuals not currently licensed, alternative programs may be developed 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.

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 §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 §126-114-6.2 above) apply for student support and administrative specializations.

9.3. Content Specialization Component. - All provisions of this component described for teaching specializations (see §126-114-6.3) apply for student support and administrative specializations except in §126-114-6.3.1, item a, WVBE content standards and objectives for the public school curriculum pertaining to the specialization.

9.4. Professional Education Component.

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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.

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 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 West Virginia institution's 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 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

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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 within 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 Education Preparation Program Review Board will submit its recommendation for acceptance or rejection of the proposed changes to the WVBE. The WVBE shall acknowledge by letter to the institution's administrator for education personnel preparation program its 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

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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. 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 §126-114-9.4.

10.4. Specialization Prerequisites, Restrictions and Timelines.

10.4.1. Gifted. - Gifted education must be taken in combination with a general education or career/technical specialization leading to an endorsement on a Professional Teaching Certificate. The gifted education endorsement shall be issued for the 1-12 grade levels.

10.4.2. Reading Education. - Reading education must be taken in combination with a general education or career/technical 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 or career/technical endorsement(s).

10.4.3. Special Education. - Effective with the effective date of this policy, individuals admitted to teacher preparation programs in autism, behavior disorders (excluding autism), mental impairments (mild/moderate), multi-categorical and specific learning disabilities must hold or qualify for a specialization in biology, chemistry, early childhood, early education, 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 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 specializations identified in this section will be granted their special education specialization(s) for the (5-Adult) programmatic level.

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.

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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.

§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 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 §126-114-5.1.

§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 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.

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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 educational preparation programs must meet authorization and accreditation requirements indicated in §126-114-10 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 a Program Review Board member, in order to begin the implementation of an approved educational personnel 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 approval with probation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit, as a part of this, visit must address all WVBE policies in effect at the time of the probationary 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. Continuing Program Review Agreements for Non-NCATE Institutions. The WVBE shall coordinate the review of educational personnel preparation programs offered by non-NCATE institutions at least every seven years. The WVBE 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 shall parallel the guidelines adopted for NCATE institutions. The state team members shall

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be selected and appointed from a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools by WVBE.

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

13.1. 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. Program Review Board Composition. - The 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 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 Program Review Board. The terms of the Program Review Board members shall be for three years. A 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. Program Review Board members may not be appointed to serve more than two consecutive terms.

13.3. Program Review Board Functions. - The primary functions of the 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 4) recommend approval to the WVBE for only those educational personnel preparation programs and/or their components which satisfy the WVBE criteria.

13.4. Program Review Board Procedures. - The 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 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 Program Review Board determines and verifies in its written report that a proposed new content specialization has serious weakness(es) or lacks verification that the standards have been met, the 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 Program Review Board may withhold its recommendation to the WVBE to grant continuing program approval. Procedures for the operation of the Program Review Board are

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outlined in the Guidelines for the Submission of New Content Specializations 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 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 Data Report. - 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.

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 WVBE 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 specializations must be documented.

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

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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 §126-114-17.

§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 §126-114-14 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 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 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

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educational personnel preparation institution, the WVBE shall provide technical assistance for purposes of program development or improvement insofar as human and fiscal resources permit.

§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.

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APPENDIX A

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.

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- 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 and the Interstate New Teacher Assessment and Support Consortium 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

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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.

Principle#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 uses 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 to that of their non-disabled peers, they may require adjustments in goals, teaching strategies, or

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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.

Principle #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 his/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 relationships 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

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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 the 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.

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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 P-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 Improvement

II. UNIT CAPACITY

Standard 3. Field Experiences and Clinical Practice

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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 Dispositions 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 Practices 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

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¹ Candidates 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

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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 material 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).

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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 the intended message accurately.

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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 messages.

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.

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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.

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- 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.

6. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-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.

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- 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

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APPENDIX D

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

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**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 Current Programs

American Sign Language	PreK-Adult
Any Modern Foreign Language	PreK-Adult, 5-Adult
Art	PreK-Adult, 5-Adult, 5-9
Biology	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
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
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

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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	5-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 Career/Technical Specializations

Agriculture	5-Adult
Business Education	5-Adult, 9-Adult
Family & Consumer Science	5-Adult
Marketing	9-Adult

Grade Level Options for Special Education Specializations

Autism	K-6, 5-Adult
Behavior Disorders (Excluding Autism)	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
Severely/Profoundly Impaired (Severely and Profoundly Disabled)	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

¹Graduate Level Certification Program Required.

²Master's Degree Required

Grade Level Options for Administrative Specializations

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

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²Master's Degree Required

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.

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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.
- ¹ The **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 9.5 in Policy 5100 for a more detailed explanation of testing requirements, particularly as they apply to experienced educators.
- ² The **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.
- ³ A 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.
- ⁴ A 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.
- ⁵ For 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.
- ⁶ Candidates completing multi-categorical programs must take Test No. 0542 (Education of Exceptional Students: Mild to Moderate).

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GENERAL AND CAREER/TECHNICAL 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	

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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	PPST ²					
	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 Test ³					
	0522 Principles of Learning & Teaching (K-6) (PreK-Adult 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)	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	PPST ²					
	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 Test ³					
	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

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BUSINESS EDUCATION		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 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-Adult programs only) OR	N/A		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

CHEMISTRY		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 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					
	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.

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COMPUTER SCIENCE EDUCATION		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> 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 Test¹	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

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DRIVER EDUCATION		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> 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 Test¹	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

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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)	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0530 Pre-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	PPST ²					
	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 Test ³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
0523 Principles of Learning & Teaching (5-9)	N/A	N/A	159		154	

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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 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	

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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	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test ³					
	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>	PPST ²					
	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 Test ³					
	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	

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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	144

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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	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0231 Biology: Content Knowledge, Part 1	148		148	140	135
	0481 Physical Science: Content Knowledge	142			142	133
	0432 General Science: Content Knowledge, Part 2	149			149	142
	Praxis Test ³					
	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	PPST ²					
	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 Test ³					
	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

GERMAN (Test No. 0181 Does not apply to 5-9.)	Required Score
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Standards Required	Required Test ¹	Required Score				
		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 or 5-9) • Communication • 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-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

HEALTH		Required Score				
Standards Required	Required Test ¹	Required Score				
		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) (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

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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	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test ³					
	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	

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>	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test ³					
	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	

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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-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	

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

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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

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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	PPST ²					
	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 Test ³					
	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 COMMUNICATIONS (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	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0220 Speech Communication	600				600
	Praxis Test ³					
	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	

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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					
	0522 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 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.						

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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)	PPST ²					
	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.	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required					
	Praxis Test ³					
	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

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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> • 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 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	

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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>	PPST ²					
	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)	PPST ²					
	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	

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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					
	0081 Social Studies: Content Knowledge	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> • 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					
	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

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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)	PPST ²					
	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>	PPST ²					
	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	

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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> • 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

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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)	PPST ²					
	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	PPST ²					
	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	

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>State Standards</i> RN Licensure	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				

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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)	PPST ²					
	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	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				

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 • Interpersonal Skills • Personal Qualities • Technical-Assistant Skills • Screening • Intervention	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				

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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)	PPST ²					
	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)	PPST ²					
	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

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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	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 Students 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	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR	165			165	152

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	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

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) 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) 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	

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MENTALLY IMPAIRED (MILD/MODERATE)		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> 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 Students: Core Content Knowledge ⁴	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 Test¹	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		156	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 ⁵ AND	153	153			
	0353 Education of Exceptional Students: Core Content Knowledge ⁴	146	146			

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	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

PRESCHOOL SPECIAL NEEDS (PreK-K)		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> 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

SEVERELY/PROFOUNDLY DISABLED		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> 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 AND	N/A - Cut Score to be Determined				
	0353 Education of Exceptional Students: Core Content Knowledge ⁴	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

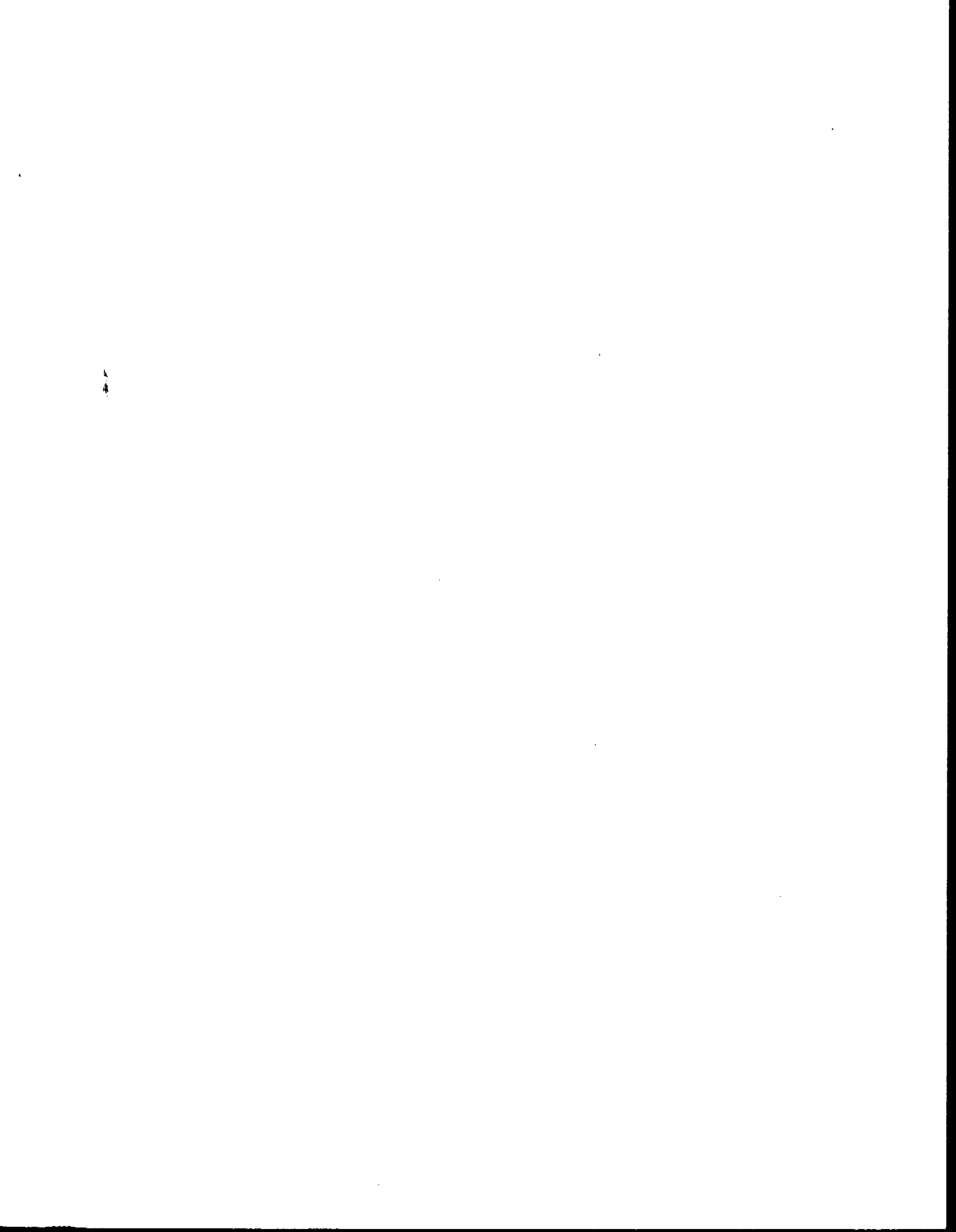
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SPECIFIC LEARNING DISABILITIES		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive 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					
	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	133			
	0353 Education of Exceptional Students: Core Content Knowledge ⁴	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 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	N/A			
	0280 Teaching Students with Visual Impairments	660	660			
	Praxis Test³					
0522 Principles of Learning & Teaching (K-6) OR	165			165	152	

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



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):

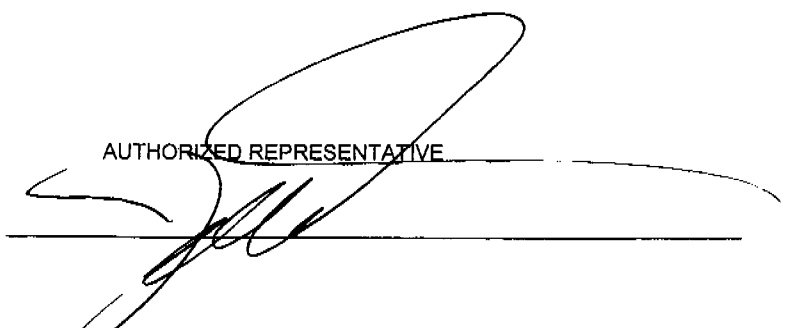
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

5-11-05

West Virginia Department of Education



Policy 5100 Comment Log Summary August 2005

An abbreviated summary of the major comments, action taken and rationale for the action appears below:

Comment/Issue	Action Taken	Rationale
Teacher preparation programs in Elementary Education should/should not contain a minimum number of hours in reading.	All Elementary Education programs shall contain a minimum of nine semester hours of reading.	Given student performance on the WESTEST and the stabilization of reading scores on the NAEP, nine semester hours of reading which focus on the five essential components of reading as well as how to assess students' reading ability and how to identify/correct reading difficulties should help provide the knowledge and skills necessary to teach reading to ALL students.
Secondary education teacher preparation programs should/should not contain a minimum number of hours in reading.	All secondary education teacher preparation programs shall contain a minimum of three semester hours of reading in the content area.	Given student performance on the WESTEST and the stabilization of reading scores on the NAEP, a course in reading which focuses on vocabulary, comprehension and writing should help provide the knowledge and skills necessary for teachers to incorporate reading into the curriculum.
Teacher preparation programs in Elementary Education should/should not contain a minimum number of hours in mathematics.	All Elementary Education programs shall contain a minimum of nine semester hours of mathematics, including a course in College Algebra.	The proposed mathematics requirements were recommended by a statewide Mathematics Task Force which conducted a study focusing on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary for students in teacher preparation programs.
Mathematics (5-9) preparation programs should/should not contain a minimum number of hours in mathematics.	All Mathematics (5-9) preparation programs shall contain a minimum of 21 semester hours of mathematics, including a course in College Algebra.	The proposed mathematics requirements were recommended by a statewide Mathematics Task Force which conducted a study focusing on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary

		for students in teacher preparation programs.
All teacher preparation programs should/should not contain a minimum number of hours in special education.	All teacher preparation programs shall contain a minimum of six semester hours of special education.	Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs.
Twelve weeks of clinical practice should/should not be required to be completed in public schools.	The required 12 weeks of clinical practice must be completed in the public schools.	Recognizing the mission of some institutions of higher education in West Virginia, the completion of some field experiences may be completed in private/parochial schools under the direction of a teacher fully certified to teach in the public schools of West Virginia. However, to ensure graduates are well prepared to teach in the public schools of West Virginia, 12 weeks of clinical practice must be completed in the state's public schools.
The current programmatic level for selected areas of special education (i.e., autism, behavior disorders, mentally impaired (mild/moderate), multi-categorical and specific learning disabilities) should/should not be separated into the K-6 and 5-Adult programmatic levels.	The programmatic levels of selected areas of special education (i.e., autism, behavior disorders, mentally impaired (mild/moderate), multi-categorical and specific learning disabilities) have been designated as K-6 and 5-Adult.	Given the definition of highly qualified special education teacher identified in the reauthorized IDEA, individuals delivering direct instruction in the core academic subjects must also be highly qualified in the appropriate core academic subject(s). Therefore, individuals completing a specialization in one of the identified areas of special education will be granted a K-6 or 5-Adult programmatic level depending upon their "general education" endorsement.

POLICY 5100: Approval of Educational Personnel Preparation Programs

COMMENT LOG

Date	Individual/Organization	Comments	Action/Type	Rationale
		§126-136-1. General.		
07-07	Sally Digman Chair, Division of Education digmansh@ab.mail.edu Alderson-Broadus College Box 2156 Department of Education Philippi WV 26416	If Higher Education or Teacher Preparation were choices above for roles, I would have chosen one. None applied to me, although this policy is in regard to Teacher Preparation.	N ^o	No response. No action is requested.
		§126-136-2. Summary.		
		§126-136-3. Purpose.		
		§126-136-4. Authority of the WVBE.		
		§126-136-5. Definitions.		
07-08	Emily Waugh Assistant to the Dean of the Graduate School of Ed e.hundley@marshall.edu Marshall University 100 Angus E. Peyton Drive South Charleston WV 25303	5.8. Field-based Experiences. - Educational training activities organized by the college and university teacher preparation programs for the student teacher candidate which. The training activities 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		

	<p>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).</p> <p>Comment – Why strengthen or tighten the requirements? The institutions of higher education should have discretion with this and the WVBE should trust the institutions to honor the intent of the policy.</p> <p>5.15 Regionally Accredited Institution of Higher 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..</p> <p>Comment – Extra period at the end of the sentence.</p>	A ⁰	<p>To ensure that all graduates complete a series of field experiences and clinical practice which provide them the opportunity to engage in the teaching and learning process with P-12 students, requirements have been added for "significant" field experiences.</p>
		A ⁺	<p>The extra period has been deleted.</p>

§126-136-6. Professional Educator Preparation Program Requirements: Teacher.

<p>As evidenced by student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP, requiring a three-semester hour course in reading in the content with a focus on vocabulary, comprehension and writing should help provide the knowledge and skills necessary for secondary teachers to incorporate reading into their curriculum.</p>	<p>N/A</p>	<p>The additional hours of Reading in the Content for secondary teachers is burdensome in that we already teach that within our integrated approach to Pro Ed I, Pro Ed II and Pro Ed III and our methods courses. It is ironic that we are teaching reading across the curriculum in an integrated manner and now are going to be required to teach it, not across our curriculum, but as a stand alone course. I suggest the colleges should be permitted to teach the skills just as we are supposedly teaching our students to do with their students and not in an isolated fashion, which is the antithesis of reading across the curriculum content.</p>
<p>Given the variety of learning styles and needs of the diverse students in P-12 classrooms, it is imperative that teachers be equipped with a variety of instructional strategies and methods to help meet the needs of all students.</p>	<p>N/A</p>	<p>The arbitrary addition of specific hours in methods courses for secondary teachers and the additional hours in special education beyond what we already require only adds hours to a degree program far in excess of any other degree program in the University. We teach those skills in all of our courses in an integrated manner and believe the arbitrary addition of hours does violence to our philosophy that these skills are integral for all teachers for all areas of content and levels.</p>
<p>Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p>	<p>N/A</p>	<p>It would be better to require evidence of the teaching of these skills and give the University the professional discretion of deciding when, where and how to teach those skills. The increasing regulation of what we do and how we do it is destroying the very creativity and inclusiveness of what we are trying to instill in</p>
<p>H. Lawrence Jones, Ed.D. Director, Teacher Prep Program hljones@wju.edu Wheeling Jesuit University 316 Washington Ave. Wheeling, West Virginia University Wheeling WV 26003</p>	<p>06-24</p>	

	<p>our novice teachers.</p> <p>When these skills are compartmentalized in their presentation they are compartmentalized in the student's thinking and that works directly against our efforts to make diversity, special education, and reading across the curriculum an integral part of our whole teaching and learning experience. It also encourages novice teachers to believe that these are separate skills to be taught in isolation when they become employed in the school systems.</p>			
<p>As evidenced by student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP, requiring a three-semester hour course in reading in the content with a focus on vocabulary, comprehension and writing should help provide the knowledge and skills necessary for secondary teachers to incorporate reading into their curriculum.</p>	<p>N/A</p>	<p>The additional hours of Reading in the Content for secondary teachers is burdensome in that we already teach that within our integrated approach to Pro Ed I, Pro Ed II and Pro Ed III and our methods courses. It is ironic that we are teaching reading across the curriculum in an integrated manner and now are going to be required to teach it, not across our curriculum, but as a stand alone course. I suggest the colleges should be permitted to teach the skills just as we are supposedly teaching our students to do with their students and not in an isolated fashion, which is the antithesis of reading across the curriculum content.</p>	<p>H. Lawrence Jones, Ed.D. Director, Teacher Prep Program hljones@wju.edu Wheeling Jesuit University 316 Washington Ave. Wheeling Jesuit University Wheeling WV 26003</p>	<p>06-24</p>
<p>Given the variety of learning styles and needs of the diverse students in P-12 classrooms, it is imperative that teachers be equipped with a variety of instructional strategies and methods to help meet the needs of all students.</p>	<p>N/A</p>	<p>The arbitrary addition of specific hours in methods courses for secondary teachers and the additional hours in special education beyond what we already require only adds hours to a degree program far in excess of any other degree program in the University. We teach those skills in all of our courses in an integrated</p>		

	<p>manner and believe the arbitrary addition of hours does violence to our philosophy that these skills are integral for all teachers for all areas of content and levels.</p> <p>It would be better to require evidence of the teaching of these skills and give the University the professional discretion of deciding when, where and how to teach those skills. The increasing regulation of what we do and how we do it is destroying the very creativity and inclusiveness of what we are trying to instill in our novice teachers.</p> <p>When these skills are compartmentalized in their presentation they are compartmentalized in the student's thinking and that works directly against our efforts to make diversity, special education, and reading across the curriculum an integral part of our whole teaching and learning experience. It also encourages novice teachers to believe that these are separate skills to be taught in isolation when they become employed in the school systems.</p> <p>The requirement for the clinical experience to be in a public school does violence to our mission to prepare students for placement in parochial schools. We specifically train students for a career in Catholic schools and while all of them will have clinical experiences in public schools, we also use the local parochial schools as sites for clinical experiences, much to the satisfaction of the schools, our students and to</p>	<p>Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p>	<p>Recognizing the mission of some institutions of higher education in West Virginia, the completion of some field experiences may be completed in private/parochial schools under the direction of a teacher fully certified to teach in the public schools of West Virginia. However, to ensure graduates are well-prepared to teach in</p>
			<p>N/A⁰</p>

<p>the public schools of West Virginia, 12 weeks of clinical practice must be completed in the state's public schools.</p>	<p>N/A</p>	<p>their employability.</p>	<p>06-30</p>
<p>The proposed mathematics requirements were recommended by a statewide Mathematics Task Force which conducted a study on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary for students in teacher preparation programs.</p>	<p>N/A</p>	<p>6.3.3.a.A. Comment #1 refers to the proposed 9 semester hours of mathematics prior to a math methods course. This ignores the fact that math proficiency in a broad range of elementary topics can be proven in as little as ONE course. After our sophomore Math Concepts course, very FEW elementary education students have found the PPST in Math challenging and of those who do, most are international students who struggle in all areas of academics communicated in English. As outlined in the original refileing guidelines, we are already considering indicators such as the A.C.T./S.A.T. Math scores, a possible pre-test, etc. to see if a noncredit Math course would benefit some students. Likewise for re-filing, a computerized tutoring system is already being designed to help those who do not pass any section of the PPST, including Math. Additionally, evaluations from host teachers for field experiences required in the Math methods course indicate that our students are very competent in their personal Math skills. Likewise, student teaching hosts have been very, very complimentary of our students in both their own Math skills and in their ability to teach Math. It is often the first subject assumed because the students feel so well prepared by the Math methods course. Our elementary teacher preparation program is under constant evaluation and revision but we</p>	<p>Dr. Cora Burch Elementary Education Coordinator cburch@abc.edu Appalachian Bible College P. O. Box ABC Bradley WV 25818</p>

		<p>have seen no need to add additional Math courses for credit.</p> <p>6.3.4.a. Comment #2 refers to the proposed nine hours of Reading required for elementary education majors. The question that arose in both the May 23rd and June 29th WV-TEAC meeting was this - What will be considered "Reading" undering this guideline? Until we know if Teaching Language Arts, Children's Literature, etc. can count for Reading, legitimate comments can not be made. I believe the important issue is not "how many" reading courses, but the CONTENT of what is being espoused. Contrary to popular opinion, we at Appalachian Bible College believe that teaching a child to read and comprehend is NOT a difficult task unless that student has LEGITIMATE mental limitations or GENUINE learning disabilities. For the majority of elementary students, reading proficiency should be attained in Kindergarten or before. Therefore, we teach very simple reading methodology in Teaching Language Arts and address the problem areas in Developmental Reading and Assessment. Children's Literature explores ways to use Reading across the curriculum.</p> <p>6.3.5.a. Comment #3 refers to the proposed 6 hours of Special Education for general education majors. Granted, classroom teachers today are being forced to respond to a variety of special needs students. We have found it very</p>	<p>A⁰</p>	<p>At minimum, the nine semester hours of reading to be included in all elementary education preparation programs shall focus on the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) as well as how to assess students' reading ability and how to identify/correct reading difficulties.</p> <p>Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to</p>
			<p>N/A</p>	

	<p>effective at ABC to offer one Introduction to Special Education course where all 13 exceptionalities are explored. Students create a comprehensive resource notebook that requires fifteen aspects of EACH of the categories. These include a definition, probable causes, characteristics, eligibility requirements, prevalence, at least ten teaching strategies, typical accommodations and modifications, potential technology helps, ideas for promoting acceptance and cooperation with peers, ramifications for discipline, parental involvement, school personnel involved in diagnosis/prescription/instruction, predicted placement, outside support agencies, and personal comments. The legal basis of special education, the referral process, and IEP components are also part of class instruction. THEN in each methods course, ramifications of having special needs students in the class are discussed IN CONTEXT. The most likely accommodations and modifications can be suggested specific to the given subject. This is much more effective than trying to utilize a second, or third, or fourth course where topics have to be generalized.</p> <p>While in today's world, we would like to make every teacher an expert in special education, the fact remains that the course load for elementary education is horrific already and this is one area where we must rely on the expertise of the special educator to supplement the college training of the general educator.</p>	<p>teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p>
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Between September 2000 and January 2001, Dr. Harrison informally surveyed the members of the Program Review Board and responded that our use of Christian schools would be acceptable IF we used only host teachers with valid WV licenses. That precipitated our letter to Dr. Phyllis Durden (then executive director), declaring our intent to seek approved program status.

Our August 24, 2001, onsite visit conducted by Dr. Harrison, Dr. Durden, Dr. Peggy Miller, Mrs. Mary Alice Kaufman, and Ms. June Santee, ended with their recommendation for approval. On December 3, the Program Review Board held us at the review/revision level with 10 concerns to address, NONE OF WHICH involved student teaching in Christian schools. After our response, which included the addition of some classes, the Program Review Board recommended us for approved program status on March 21, 2002.

Unfortunately, on April 18, 2002, the Board of Education did not consider our case because of informal concerns. Six months passed before Dr. Jack McClanahan (then executive director) was able to give us a list of 6 concerns, NONE OF WHICH involved student teaching in Christian schools. After our response, which included adding more courses, the Program Review Board recommended us again on March 18, 2003, and the Board of Education approval came on April 17, 2003.

We fully realize that our students need to be exposed to the operations of public schools and

require public school field experiences in EIGHT methods courses. However, we feel it absolutely necessary that they make the transition from college student to teacher in the setting where they will be expected to perform independently as they seek employment in Christian schools. The philosophies espoused, the curriculum used and methodology employed, the stricter discipline expected, etc. are all very different in the private sector. Their prospective administrators want to know that they have already excelled in a similar atmosphere during student teaching.

Host teachers are sanctioned by the state of West Virginia in the issuance of their licenses to teach. Since well we know that certification does not equal qualification, a quick review of the standardized test scores sent to your office by these schools will show that these teachers are obviously highly qualified in the purest sense of the term. Please also remember that Christian schools are LEGITIMATE Exemption K institutions, proving annually that they are doing a superior job of training the children of our state.

If the concern involves exposure to diversity, we will be glad to provide a description of every host classroom we have used to show that our student teachers instruct children from a variety of family backgrounds, economic levels, races, special needs, etc. The notion that students in Christian schools are all wealthy Caucasians with IQs of 120+ and from solid two-parent homes is totally erroneous.

		<p>Thank you for the opportunity to make public comments on the revisions of Policy 5100. We have enjoyed working with the Office for Professional Preparation and being involved in WV-TEAC meetings. We are confident that conflicts of opinion will be resolved so that we can continue to partner in the awesome task of preparing teachers to best influence the next generation.</p>		
<p>07-05</p>	<p>Robert L. Harrison, Jr. Education Department Chairperson harrisonr@mail.wvstateu.edu West Virginia State University 627 Wallace Hall P.O. Box 1000 Institute WV 25112</p>	<p>I am opposed to Sections 6.3.3 a. and b, Section 6.3.4 and Section 6.3.5. West Virginia State University meets the requirements in Section 6.3.3 a and b, and 6.3.4. but does not meet Section 6.3.5. To meet the standard of requiring 6 semester hours in special education, we will need to hire additional staff. With all the state budget cuts related to higher education, this will place an unnecessary financial hardship on our institution.</p>	<p>N/A⁰</p>	<p>The proposed mathematics requirements were recommended by a statewide Mathematics Task Force which conducted a study on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary for students in teacher preparation programs.</p> <p>As evidenced by student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP, requiring a specific set of hours and coursework in reading for both elementary and secondary education majors should help provide the knowledge and skills necessary to teach reading as well as to incorporate reading into the curriculum.</p> <p>Given the increased tendency to place</p>

				<p>students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p>
<p>07-05</p>	<p>Andrew Hawkins, Ph.D. Professor and Program Coordinator andrew.hawkins@mail.w vu.edu West Virginia University School of Physical Education P.O. Box 6116 Morgantown WV 26506- 6116</p>	<p>The physical education teacher education program in the School of Physical Education at West Virginia University has reviewed the proposed changes for Policy 5100 Approval of Education Personnel Preparation Programs. I am writing on behalf of our entire program faculty.</p> <p>We have serious concerns about several provisions in particular and do protest their adoption unless appropriate modifications can be made as they relate to physical education teacher education. Two of these concerns relate to the issue of adding credit hour requirements to our program in order to fulfill these proposed requirements. The third concern relates to an issue which may negatively affect the quality of our field experiences.</p> <p>As a background to our concerns, please know the following about our program:</p> <p>1. We have a program which requires</p>		

certification preparation in two fields, health education and physical education. Certification in health education covers two levels (middle and secondary) and certification in physical education covers three levels (elementary, middle, and secondary).

2. While this preparation (two disciplines and three levels) goes well beyond the current state certification requirements of two disciplines in one level, or one discipline in two levels, this combination is highly profitable and marketable, not only in West Virginia but in other states as well.

3. Our faculty has already decided to require an additional math course based on certification requirements in surrounding states, and on the assumption that West Virginia would likely follow suit. This has added three credit hours for students who begin our program in the fall of 2005.

4. The result of this combination in our four year program is a 136-139 hour program where the university graduation requirement is 128. It requires a minimum of eight very full regular semesters and a summer session.

5. We are under constant pressure by the university to minimize our credit hour requirements. Any additional credit hours would result in our having to eliminate other valuable course work which we consider necessary in fulfilling our training mission.

The provisions for which we have concerns are identified below along with our relevant

		<p>comments:</p> <p>6.3.4. Reading Content in Teacher Preparation.</p> <p>a. Each elementary education (K-6) teacher preparation program must contain a minimum of 9 hours of reading.</p> <p>b. Each middle (5-9) and secondary (5-Adult, 9-Adult) preparation program must contain a minimum of three hours of reading in the content area.</p> <p>WVU School of Physical Education Comment: We have formerly required our students to complete a course (2 credit hours) in reading in the content area. Our evaluations of that course by our students, and in light of the nature of our discipline, led us to no longer require that course. It was the least relevant to instruction in physical education of any professional course taken by our students. Very little content is normally communicated by text in the teaching of physical education. To add an additional course would place further pressure on our already substantial curriculum requirements and would probably necessitate our removing a more valuable course to keep our credit hour requirements reasonable. Our program teaches several methods courses over the curriculum in which projects which require the use of developmentally appropriate text materials to be produced. We are not averse to fulfilling some WVDE specified competencies in those courses</p>	<p>N/A⁰</p>	<p>As evidenced by student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP, requiring a three-semester hour course in reading in the content with a focus on vocabulary, comprehension and writing should help provide the knowledge and skills necessary for secondary teachers to incorporate reading into their curriculum.</p>
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<p>in order to assure adequate preparation in this area. However, we consider a specific course in reading in the content area to be an excessive demand in light of our discipline and our curriculum priorities.</p> <p>6.3.5. Special Education Content in Teacher Preparation.</p> <p>a. All general education preparation programs must contain a minimum of 6 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.</p> <p>b. All general education preparation programs must address the differentiation of instruction for diverse learners.</p> <p>WVU School of Physical Education Comment: Currently our students complete two courses in special physical education (total three credit hours). One course focuses on a knowledge of various disabilities and includes a low-impact practicum, and the other course is a high-impact practicum. In addition, we offer a curriculum course and two other methods courses, both of which involve principles of integration of diverse learners into regular physical education activities. We have considered our focus on special physical education, and on the instruction of diverse learners, to be an</p>	<p>N/A</p>	<p>Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p>
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important strength in our program. This has been confirmed in our recent NCATE review. In fact, the curriculum design that has evolved grew out of a six year project funded by the US Department of Education, Office of Special Education. Three faculty members who teach in our program (one in special physical education, one in methods, and one in curriculum) all have their masters and primary doctoral preparation in either special education or in special physical education.

The addition of three more credit hours would be superfluous in our curriculum, and almost certainly redundant. It would require the removal of three credit hours of course work which we consider essential in our curriculum priorities. Our faculty would not be averse to assuring that all relevant competencies in the area of special physical education be covered, either in our current special physical education courses, or in the context of our methods courses. However, the addition of three credit hours places undue pressure on our already substantial curriculum.

In addition, the vast majority of diverse learners are taught in the context of regular physical education. Our curriculum and instruction courses take that fact for granted and routinely integrate relevant competencies in our program. Additional course work in this area would not benefit our students.

		<p>c. Field-based and Clinical Experiences. - 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 in a public school. The candidate must be assessed during the clinical experience in at 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. Two Three exceptions to the programmatic level coverage for required field based experiences exist in the current system.</p> <p>WVU School of Physical Education Comment: The vast majority of our student teaching placements are in public schools. Occasionally we have used well established private schools when we are satisfied with quality of their programs and their cooperating teachers. It has recently become extremely difficult to find enough high quality placements in our area. Sometimes the placements in some area private schools are superior to other public schools. Our overriding concern is for the overall quality of the placement within a reasonably supervisable distance for our faculty. Since West Virginia</p>	N/A	<p>Recognizing the difficulties of some institutions of higher education in West Virginia in finding suitable placements for teacher candidates due to sheer volume of candidates, the completion of some field experiences may be completed in private/parochial schools under the direction of a teacher fully certified to teach in the public schools of West Virginia. However, to ensure graduates are well-prepared to teach in the public schools of West Virginia, 12 weeks of clinical practice must be</p>
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		<p>has a process for accrediting private schools we would strongly urge the WUDE to modify this regulation to stipulate that the experience be completed in a public school, or in a state accredited private school.</p> <p>Thank you for your consideration of these comments. They reflect some strongly held convictions of the following physical education teacher education faculty:</p> <p>Andrew Hawkins, Ph.D., Professor and Program Coordinator Lynn Housner, Ph.D., Professor and Associate Dean, School of Physical Education Linda Carson, Ed.D., Associate Professor Robert Wiegand, Ed.D., Professor Sean Bulger, Ed.D., Assistant Professor Bruce Wilmoth, M.S. Associate Professor Sandra Vanin, Ed.D., Adjunct Assistant Professor</p>		<p>completed in the state's public schools.</p>
<p>07-06</p>	<p>Dr. Patricia Harris Professor harrispg@mail.ab.edu A-B College A-B College Philippi wv 26416</p>	<p>In 6.3.3.a on the math requirements for elementary education "why the emphasis on a separate course in college algebra? Isn't 12 hours in math excessive? If the justification for the change is low math scores in K-12 education, I am not sure that problem can be linked to requiring college algebra in the elementary program and the link to a cure for the problems is even more tenuous.</p>	<p>A⁰</p>	<p>The proposed mathematics requirements were recommended by a statewide Mathematics Task Force which conducted a study on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary for students in teacher preparation programs. The inclusion of College Algebra was recommended by the Task</p>

		<p>Will a student whose test scores allow them to waive the algebra requirement by college requirements still have to take the algebra course for certification? Also an issue in 6.3.3 for middle school people.</p> <p>Since 6.3.4 b says middle and secondary programs, do music and physical education teachers, who are still K-adult, still have to take the required 3 credits of reading?</p> <p>In 6.4.2 A & B, How are these two statements different "what am I missing?"</p> <p>6.3.5 Why the requirement for six hours of special education. We have two 2-credit courses, one on the various disabilities and legal issues and one on inclusion that helps teachers understand the identification and services for special needs students including use of consultants. We also imbed special needs and adaptation of lessons in our professional courses.</p>	<p>A⁺</p> <p>A⁰</p> <p>A⁰</p> <p>A⁰</p>	<p>Force for both the elementary and mathematics (5-9) programs. If the completion of College Algebra is waived as a result of test scores, students would not be required to complete College Algebra for certification.</p> <p>All individuals completing middle and/or secondary preparation programs must take three semester hours of reading in the content area.</p> <p>Section 6.4.2.a pertains to the WVBE- requirement for individuals to pass the Praxis II exams for licensure while 6.4.2.b regards the assessment of individuals while completing their clinical practice experience(s).</p> <p>Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p>
07-07	Hazo W. Carter, Jr. President	I oppose requiring six semester hours in special education. This would place a financial hardship	N/A	Given the increased tendency to place students with special needs in the

	<p>carterhw@wvstateu.edu West Virginia State University P.O. Box 399 Institute WV 25115</p>	<p>on our institution and require having additional staff.</p>		<p>“regular education” classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all “general education” preparation programs.</p>
<p>07-07</p>	<p>Arnie Cooper VPAA acooper@wvstateu.edu West Virginia State University 131 Ferrell Hall P.O. Box 1000 Institute WV 25112</p>	<p>I oppose Sections 6.3 a and b, Section 6.3.4 and Section 6.3.5 because the State Board should not tinker with requirements of universities that already have met rigorous NCATE standards.</p>	<p>N/A⁰</p>	<p>The proposed mathematics requirements were recommended by a statewide Mathematics Task Force which conducted a study on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary for students in teacher preparation programs.</p> <p>As evidenced by student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP, requiring a specific set of hours and coursework in reading for both elementary and secondary education majors should help provide the knowledge and skills necessary to teach reading as well as to incorporate reading into the curriculum.</p> <p>Given the increased tendency to place</p>

				<p>students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p>
<p>07-07</p>	<p>Sally Digman Chair, Division of Education digmansh@ab.mail.edu Alderson-Broadus College Box 2156 Department of Education Philippi WV 26416</p>	<p>6.3.3.a.A. Our elementary education program does not include a College Algebra course, and only 6 credits of math, along with the 3 credits of methods. Our students have done well on their exams with this preparation. They are fully competent to teach elementary mathematics with this knowledge and have been successful at doing that during their student teaching. What is the purpose of adding College Algebra?</p> <p>6.3.3.b. Middle School Math - Our middle school math methods is one credit. If combined with elementary, this adds to their 3 credit methods. If combined with secondary, this adds to their 1 credit 9-12 methods in whatever content specialty they are doing, as well as their 3 credit general methods/1-2 credits lab, and 1</p>	<p>A⁰</p>	<p>The proposed mathematics requirements were recommended by a statewide Mathematics Task Force which conducted a study on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary for students in teacher preparation programs. The final report of the task force indicates that individuals completing the elementary education preparation program should complete College Algebra.</p> <p>To help ensure that all individuals completing mathematics (5-9) programs receive instruction in the methods of teaching mathematics, three semester hours of coursework are required of all mathematics (5-9) preparation programs.</p>

<p>credit middle school design course/1 credit lab. This has been sufficient for our students to be successful on their exams and in student teaching. Does this mean we will need to add credits to their program if they opt for Math 5-9?</p>	<p>A⁰</p>	<p>At minimum, the nine semester hours of reading to be included in all elementary education preparation programs shall focus on the five essential components of reading as well as how to assess students' reading ability and how to identify/correct reading difficulties.</p>
<p>6.3.4.a. Our elementary program has three "Language" courses - Reading in the Elementary Schools, Language Arts in the Elementary Schools, and Corrective Techniques in Reading Instruction. I will assume this will suffice.</p>	<p>A⁰</p>	<p>As evidenced by student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP, requiring a three-semester hour course in reading in the content with a focus on vocabulary, comprehension and writing should help provide the knowledge and skills necessary for secondary teachers to incorporate reading into their curriculum. As a result, all programs – including music education – are required to complete three semester hours of reading in the content area.</p>
<p>6.3.4.b. Our reading in the content area is 2 credits, and includes a 20 hour lab experience in the schools practice teaching what they are learning. Our music students do not take it, but incorporate what they need in their general methods. Do we need to change the course to 3 credits? Do our music students need to take it? - Please tell me no :)</p>	<p>A⁰</p>	<p>Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the</p>
<p>6.3.5.a. & b. We already have 2 special education courses required for all our ed majors except music. But each is only 2 credits - Areas of Exceptionality in Special Education, and</p>	<p>A⁰</p>	<p></p>

		<p>Creating Inclusive Classrooms: Strategies for Classroom Teachers. Music students choose one or the other (because of the huge number of credits in their program already). We do cover the information as described, as well as require 10 hours of lab experience in a special ed classroom. Differentiation is a part of all of our general education courses and lesson plans require alternative plans for special needs learners. Do we need to add credits to these courses?</p>		<p>knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of ALL "general education" preparation programs.</p>
<p>07-08</p>	<p>Brenda Wilson, Ed.D. Associate Professor wilsonbr@wvstateu.edu West Virginia State University WV SU Dept of Ed, Wallace 629 PO Box 1000 Institute WV 25112-1000</p>	<p>I am opposed to Section 6.3.5 for Special Education Teacher Preparation. Please remove the reference to "a minimum of 6 hours of preparation in special education" from this section. As the specialist in Special Education at WVSU, I am confident that WVSU can address 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... (and) the differentiation of instruction for diverse learners" in the program as it is presently configured, without additional hours.</p> <p>I am opposed to sections 6.3.3, 6.3.4 and 6.3.5 in principle, since requiring specific numbers of hours for specific content areas places unneeded stress on institutions, which are already working to maintain high standards to keep NCATE accreditation for their programs. Balancing the requirements of accrediting boards with internal institutional needs is difficult enough without the WV Department of Education making</p>	<p>N/A⁰</p>	<p>Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p> <p>The proposed mathematics requirements were recommended by a statewide Mathematics Task Force which conducted a study on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary for</p>

		<p>restrictive requirements that tie our hands in terms of developing the best program possible that meets the needs of our students and pre-k-12 students and also reflects our institution's mission and traditions.</p>		<p>students in teacher preparation programs.</p> <p>At minimum, the nine semester hours of reading to be included in all elementary education preparation programs shall focus on the five essential components of reading as well as how to assess students' reading ability and how to identify/correct reading difficulties.</p> <p>As evidenced by student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP, requiring a three-semester hour course in reading in the content with a focus on vocabulary, comprehension and writing should help provide the knowledge and skills necessary for secondary teachers to incorporate reading into their curriculum.</p>
<p>07-08</p>	<p>Patricia A. Wilson Assistant Professor wilsonpat@wvstateu.edu WVSU PO Box 1000 Institute WV 25112</p>	<p>I oppose this section of the policy that requires specific hours when NCATE standards clearly state that professional preparation programs should be standards and outcome based rather than the completion of a number of hours.</p>	<p>N/A⁰</p>	<p>The proposed mathematics requirements were recommended by a statewide Mathematics Task Force which conducted a study on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary for students in teacher preparation programs.</p>

07-08	Jane McKee Associate Dean for	Section 126-114-6	N/A ⁰	<p>At minimum, the nine semester hours of reading to be included in all elementary education preparation programs shall focus on the five essential components of reading as well as how to assess students' reading ability and how to identify/correct reading difficulties.</p> <p>As evidenced by student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP, requiring a three-semester hour course in reading in the content with a focus on vocabulary, comprehension and writing should help provide the knowledge and skills necessary for secondary teachers to incorporate reading into their curriculum.</p> <p>Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p> <p>The proposed mathematics requirements were recommended by a</p>
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	<p>Academic Programs mckeej@marshall.edu Marshall University College of Education and Human Services One John Marshall Drive Huntington WV 25545</p>	<p>The College of Education and Human Services at Marshall University including the executive dean, the associate dean of academic programs, and the chair of the School of Education wish to comment on sub-sections 6.3.3, 6.3.4, and 6.3.5. Schools, colleges, and departments of education in West Virginia are under the Higher Education Policy Commission (HEPC). We question the wisdom of the West Virginia Board of Education in prescribing numbers of hours for content and program areas without consultation or collaboration with the HEPC. State institutions are mandated by the HEPC to be NCATE accredited, and individual programs must be accredited by specialized professional associations. Therefore, the programs are standards-based programs, regulated by standards that produce highly qualified educators, not educators with a prescribed number of hours.</p>	<p>statewide Mathematics Task Force which conducted a study on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary for students in teacher preparation programs.</p> <p>As evidenced by student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP, requiring a specific set of hours and coursework in reading for both elementary and secondary education majors should help provide the knowledge and skills necessary to teach reading as well as to incorporate reading into the curriculum.</p> <p>Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p>
07-08	Emily Waugh	6.3.2. Standards for Subject-Area Content in	

	<p>Assistant to the Dean of the Graduate School of Ed e.hundley@marshall.edu Marshall University 100 Angus E. Peyton Drive South Charleston WV 25303</p>	<p>Secondary-Level Teacher Preparation Programs.</p> <p>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.</p> <p>d. Each secondary-level certification area referenced in Section 6.3.2.b. 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.</p> <p>Comment – With the understanding that this simply follows HEPC policy, are there data to support that content capstones are significantly better than the education capstone? Does the last sentence give the institutions the option of making the student teaching exercise the content capstone?</p>	<p>A⁰</p>	<p>The focus of this section and requirement is to ensure that ALL individuals completing one or more of the identified specializations hold the necessary content knowledge and skills to effectively teach students in the area(s) in which they are certified. The</p>
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		<p>6.3.4. Reading Content in Teacher Preparation.</p> <p>b. Each middle (5-9) and secondary (5-Adult, 9-Adult) preparation program must contain a minimum of three hours of reading in the content area.</p> <p>Comment – Is this requirement for initial programs only? Additional endorsement programs should not be required to meet this commitment. Dr. Ron Childress indicated that the agreement during policy development meetings was that this would be for initial licensure programs only.</p> <p>6.3.5. Special Education Content in Teacher Preparation.</p> <p>a. All general education preparation programs must contain a minimum of 6 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.</p> <p>Comment – Same as above in that this requirement should be for initial preparation programs only.</p>	<p>A⁺</p>	<p>last sentence does not provide institutions the option of making the student teaching exercise the content capstone.</p> <p>Yes, this requirement is for initial preparation programs only.</p> <p>Yes, this requirement is for initial preparation programs only.</p>
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		<p>6.4.2. Educator's Assessment and Proficiency Levels.</p> <p>c. Field-based and Clinical Experiences. - 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 in a public school. The candidate must be assessed during the clinical experience in at 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. Two Three exceptions to the programmatic level coverage for required field based experiences exist in the current system.</p> <p>Comment – "public school" needs to be defined. What about placements in PreK and Adult settings?</p> <p>B. Any K-Adult program will be required to contain clinical practice at both the elementary and middle or secondary levels. Field based</p>	A ⁺	Policy has been revised to clearly define "public school."
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		<p>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.</p> <p>Comment – 5-Adult and 9-Adult programs need to be addressed, too.</p>	A ⁺	<p>Changes to Section 6.4.2. have been made appropriate to the 5-Adult and 9-Adult programmatic levels.</p>
<p>07-09</p> <p>Jo Pennington Director of Teacher Education jo.pennington@ovu.edu Ohio Valley University 1 Campus View Drive Vienna WV 26105</p>	<p>1. I agree that Teaching Reading in the Content Area should be required for secondary and wellness majors. We are striving to include those concepts and strategies in our methods and content courses. However, we are using faculty from the public schools and OVU faculty to teach those courses. Very few of them have had any coursework in teaching reading across the content areas. Their knowledge is either incomplete in that area or they have learned the basics in professional development instead of taking full courses. I am comfortable with requiring Teaching Reading in the Content Area for our secondary and wellness majors for the time being.</p> <p>One option would be not to include the course in Policy 5100 as a requirement and for each program to decide how to incorporate those standards in coursework, either as a separate course or in other courses.</p> <p>2. I do not agree that elementary ed. majors should be required to take nine hours of math in addition to math methods. Our students are</p>	<p>A⁺</p>	N/A	<p>As evidenced by student performance in reading on the WESTEST and the stabilization of reading scores on the NAEP, requiring a three-semester hour course in reading in the content with a focus on vocabulary, comprehension and writing should help provide the knowledge and skills necessary for secondary teachers to incorporate reading into their curriculum.</p> <p>The proposed mathematics requirements were recommended by a statewide Mathematics Task Force</p>

	<p>doing well in the two rigorous math courses (6 credit hours) they are required to take and College Algebra is a lower level course than one of those courses. College algebra should be part of middle and secondary school programs but not elementary.</p> <p>3. Although requiring another 3 credit hours of special education work in all programs is creating a challenge for us in deciding what to leave out to make room for it, I think it is a good idea to require more work in special education in order to better prepare all teacher candidates to work with students with special needs. This will help teachers, teams, schools, and districts to come closer to the collaborative model that works so well for most students. Besides, the strategies that work with children with special needs work well for weaker typical students, too.</p>	<p>which conducted a study on mathematics in the college curriculum for the West Virginia Higher Education Policy Commission. A primary focus of the task force was to determine the mathematics content necessary for students in teacher preparation programs.</p> <p>Given the increased tendency to place students with special needs in the "regular education" classroom, ALL teachers need to be prepared with the knowledge and skills necessary to teach ALL students regardless of student needs. To ensure all programs sufficiently address special education, six semester hours of coursework specific to special education will be required of all "general education" preparation programs.</p>
A ⁺		
§126-136-7. Alternative Preparation Program Requirements: General Education Teacher.		
07-08	<p>§126-136-8. Alternative Preparation Program Requirements: Special Education Teacher.</p> <p>Chris Courtney Certification Coordinator Kanawha County Schools 200 Elizabeth Street Charleston, WV 25311</p>	<p>If a county elects to use 8.3 on p. 14 will their special educators be issued a license per Policy 5202 that assures they are "highly qualified" per NCLB?</p>
§126-136-9. Professional Educator Preparation Program Requirements: Student Support and Administration.		

§126-136-10. Additional Program Requirements.

07-06	<p>Dr. Patricia Harris Professor harrispg@mail.ab.edu A-B College A-B College Philippi wv 26416</p>	<p>10.2.11 This requirement means that the changes in this policy, if adopted, may require program review. Is this the intent of the policy?</p> <p>10.4.6 talks about K-adult certification in special education but is that still existing since App. D has k-adult removed for some areas? What does the change in special education certification from K-adult to K-6 and 5-adult for multi-categorical mean? Should students linking special education work to elementary education just do K-6 because they really won't be able to work in 7-12th grades? What would an elementary education major need to do to do both specialization levels? Is this spelled out and clear?</p>	<p>N⁰</p> <p>A⁺</p> <p>A⁰</p> <p>A⁰</p> <p>A⁺</p>	<p>Changes would not require review by the Program Review Board. WVDE personnel will review required changes to ensure compliance with policy.</p> <p>Section 10.4.6 has been corrected to reflect the K-6 and 5-Adult programmatic levels for autism, behavior disorders, mental impairments (mild/moderate), multi-categorical (BD, MI, SLD) and specific learning disabilities.</p> <p>Students may no longer be admitted to K-Adult programs in autism, behavior disorders, mental impairments (mild/moderate), multi-categorical (BD, MI, SLD) and specific learning disabilities.</p> <p>In order for an elementary education major to attain both specialization levels, the individual would need to complete a secondary field of study in addition to the elementary education program.</p> <p>Yes, policy clearly reflects this requirement.</p>
07-08	<p>Emily Waugh Assistant to the Dean of the Graduate School of</p>	<p>§126-114-910. Additional Program Requirements.</p>		

	<p>Ed e.hundley@marshall.edu Marshall University 100 Angus E. Peyton Drive South Charleston WV 25303</p>	<p>910.2.11. 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 Education Preparation Program Review Board will submit its recommendation for acceptance or rejection of the proposed changes to the WVBE. The WVBE shall acknowledge by letter to the institution's administrator for education personnel preparation program its 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.</p>	<p>N/A</p>	<p>In order for the WVDE to ensure that</p>
<p>Comment – Programs with 6 hours or more of</p>				

	<p>modifications should not be required to go to the review board. What constitutes substantive modifications should be left at the discretion of the institutions as it was before (it was not previously defined)? This will severely restrict institutional responsiveness.</p> <p>910.4.6. Special Education. - Special education approved programs shall be completed in combination with a general education or career/technical specialization leading to an endorsement on a Professional Teaching Certificate with the exception of special education approved programs offered at the master's level. A basic skills (reading/language arts and mathematics) component in addition to the special education content specialization is required for educators with secondary, middle, or single subjects specializations in PreK through Adult and for candidates completing an initial certification in special education at the graduate level to add the following specializations: autism, behavior disorders excluding autism, mentally impaired (mild/moderate), multi-categorical (excluding autism) and/or specific learning disabilities. Candidates with an elementary specialization or early childhood specialization have satisfied the basic skills and are eligible to pursue licensure requirements for grades K-Adult in the following special education categories: autism, behavior disorders (excluding autism), mentally</p>		<p>WVBE-approved educator preparation programs maintain the rigor with which they were originally approved and to ensure that all programs continue to meet the applicable standards set forth in Policy 5100, it is imperative that the Program Review Board review all substantive changes and recommend WVBE-action.</p>
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		<p>impaired (mild/moderate), multi-categorical (excluding autism) and/or specific learning disabilities.</p> <p>Comment – There’s a strike through “with the exception of special education approved programs offered at the master’s level”. Is it somewhere else in policy or is that option now gone?</p>	A ⁰	<p>Given the requirements for highly qualified special education teacher identified in the reauthorized IDEA, individuals delivering direct instruction in the core academic subjects must also be highly qualified in the appropriate core academic subject(s). As a result, special education preparation programs offered at the graduate level which do not require individuals to also complete a “general education” specialization must no longer admit students. However, if an individual holds or qualifies for a “general education” specialization, s/he may complete a special education preparation program at the graduate level.</p>
§126-136-11. Authorization and Accreditation Requirements.				
§126-136-12. Educator Preparation Program Approval Process.				
§126-136-13. Educator Preparation Program Review Board.				
07-08	<p>Jane McKee Associate Dean for Academic Programs mckeej@marshall.edu Marshall University College of Education and Human Services</p>	<p>Section 126-114-13</p> <p>The College of Education and Human Services at Marshall University suggests that the requirements for the program review board be aligned with the requirements for program proposals for individual institutions’ Board of</p>	A ⁰	<p>Revisions to the requirements for program review will be discussed with the Program Review Board and the Teacher Education Advisory Committee during the 2005-2006</p>

One John Marshall Drive Huntington WV 25545	Governors and for the specialized professional associations that accredit the programs.	school year. Any changes deemed necessary to the program review process/documentation will then be made.
§126-136-14. Annual Reports.		
§126-136-15. Procedures for Initiating a New Content Specialization.		
§126-136-16. Procedures for Initiating an Experimental Program of for Conducting Research on Components or Implementation Procedures Within Current Policy.		
§126-136-17. Educator Preparation Program Approval Waiver.		
§126-136-18. Technical Assistance.		
§126-136-19. Federal Monitoring.		
§126-136-20. Severability.		
§126-136 Appendix A-1. Conceptual Framework for Teaching and Learning in West Virginia.		
07-06 Dr. Patricia Harris Professor harrisp@mail.ab.edu A-B College A-B College Philippi wv 26416	Appendix A-1 What, if any thing, do programs have to do with the new beliefs about children under core beliefs? The new standards do not require using the concepts from the Partnership for 21 st Century Skills that are the foundation for the beliefs.	A ⁰ The standards identified in Appendix A-2 are adopted from the Partnership for 21 st Century Skills. As teacher candidates prepare to work with P-12 students in the 21 st century, teacher preparation programs must address the necessary concepts and skills identified as 21 st century skills.
07-07 Sally Digman Chair, Division of Education digmansh@ab.mail.edu Alderson-Broadbus	Is there a matrix or syllabi requirement for these items in reports?	A ⁰ While WVBE-approved teacher preparation programs will not be required to document coverage of the 21 st Century Skills in a matrix or syllabi format, the conceptual

	College Box 2156 Department of Education Philippi WV 26416			frameworks of such programs will be required to encompass the 21 st Century Skills.
§126-136 Appendix A-2. West Virginia Professional Teaching Standards.				
07-06	Dr. Patricia Harris Professor harrispg@mail.ab.edu A-B College A-B College Philippi wv 26416	Appendix A-2 Why was the text associated with each INTASC standard used for the Principles? The clarifying information is important. Why the increased emphasis on disabilities in standards instead of on all children in the system? That seems like a slap to non-disabled students and teachers who are trying to reach those students in today's classrooms.	A ⁰	Given the voluminous nature of the INTASC principles and accompanying elements, the entire document was not incorporated into policy. However, a link will be located on the Educator Preparation website to the full-text. With the increasing placement of students with special needs in the "regular education" classroom, increased emphasis has been placed upon the implications of each principle on the instruction of students with special needs.
07-07	Sally Digman Chair, Division of Education digmansh@ab.mail.edu Alderson-Broadus College Box 2156 Department of Education Philippi WV 26416	Might pop the "(INTASC Standards)" at the end of this title Will there be a new matrix provided for reporting on these standards? Do these need to be identified in syllabi?	A ⁰ A ⁰ A ⁰	Noted at the end of Appendix A-2 is the following: Adopted from the Model Standards for Licensing General and Special Education Teachers of Students with Disabilities from INTASC and CCSSO. A matrix will be provided if ever deemed necessary. Yes, standards specified in Appendix A-2 must be identified in applicable course syllabi.
§126-136 Appendix A-3. West Virginia Professional Standards for Student Support Services.				

§126-136 Appendix A-4. West Virginia Standards for School Leaders.

§126-136 Appendix A-5. West Virginia Standards for School Leaders.

<p>I believe this appendix is confusing. It says it is about a Conceptual Framework, but it is really the NCATE standards, including the Conceptual Framework and 6 standards. Perhaps removing the words "Conceptual Framework" and putting "(NCATE Standards)"</p>	<p>A⁺</p>	<p>The words "Conceptual Framework" have been removed from the title of Appendix A-5. The words "NCATE Standards" have not been added.</p>
<p>Also, if you really expect all institutions to address each and every element of these standards, they all need to be listed. Otherwise, don't expect non-NCATE folks to know that there are elements to be addressed, never-mind to know what they are.</p>	<p>A⁺</p>	<p>The elements have been included as part of Appendix A-5.</p>
<p>In what way are they to be addressed in reports for non-NCATE institutions?</p>	<p>A⁺</p>	<p>Each standard and its accompanying elements must be sufficiently addressed through the report(s) required for submission during the state review of non-NCATE institutions.</p>
<p>I am not encouraging this addressing of all elements. I do not feel it is appropriate or necessary for all programs to address each element in detail, as an NCATE accredited institution is required to do.</p>	<p>N/A⁰</p>	<p>As the WVBE has indicated, it is necessary for all institutions which offer WVBE-approved educator preparation programs to meet the same standards to ensure consistency of programs. The WVBE has adopted the NCATE standards as the standards required of all institutions.</p>

§126-136 Appendix B. Preprofessional Skills for Speaking and Listening.

Sally Digman
 Chair, Division of
 Education
 digmansh@ab.mail.edu
 Alderson-Broadus
 College
 Box 2156
 Department of Education
 Philippi WV 26416

07-07

§126-136 Appendix C. Educational Technology Standards.			
07-07	Sally Digman Chair, Division of Education digmansh@ab.mail.edu Alderson-Broadus College Box 2156 Department of Education Philippi WV 26416	Will there be a matrix provided for reporting on these new standards?	A ⁺ Yes, a matrix will be provided for reporting on the revised educational technology standards.
§126-136 Appendix D. Programmatic Levels and Specializations Recognized on the Professional Licensure.			
07-08	Emily Waugh Assistant to the Dean of the Graduate School of Ed e.hundley@marshall.edu Marshall University 100 Angus E. Peyton Drive South Charleston WV 25303	Comment – Programmatic levels reflected on special education licenses should not become more restrictive. This will only serve to exacerbate the special education shortage problem.	N/A ⁰ In order to ensure that all individuals prepared to teach children with special needs meet the definition of highly qualified special education teacher and to ensure that all special educators are equipped with the knowledge and skills necessary for and appropriate to particular programmatic levels, the programmatic levels for autism, behavior disorders, mental impairments (mild/moderate), multi-categorical (BD, MI, SLD) and specific learning disabilities will be restricted to the K-6 and 5-Adult grade levels.
§126-136 Appendix E. Approved Standards for Program Development and Required Tests for Completion of West Virginia Approved Programs Leading to West Virginia Licensure.			
07-06	Dr. Patricia Harris Professor harrispg@mail.ab.edu A-B College A-B College Philippi wv 26416	Appendix E on testing: Biology, a 9-adult program, includes PLT 5-9 if 5-adult program “ why is that? Is this just an error? The same is true for chemistry. Elementary students correctly can take only the	A ⁺ The inclusion of the PLT 5-9 for the licensure areas of Biology and Chemistry was an error. Appendix E has been corrected. Individuals completing an elementary

		<p>PLT K-6 test. If they want to link a specialization in middle school English (5-9), General Science (5-9), and Social Studies (5-9) they must take the PLT 5-9. Do you really mean to have students wanting to do middle school take two PLT tests? It is not a problem in Mathematics (5-9). This should have been corrected in this policy change.</p>		<p>education program in conjunction with a middle school specialization are only required to pass one PLT, either the K-6 or 5-9 exam. This requirement has been appropriately noted in Appendix E.</p>
<p>07-08</p>	<p>Emily Waugh Assistant to the Dean of the Graduate School of Ed e.hundley@marshall.edu Marshall University 100 Angus E. Peyton Drive South Charleston WV 25303</p>	<p>SPECIAL EDUCATION SPECIALIZATIONS</p> <p>Comment – With the additional reading requirements and new standards to meet, special education programs will be much too lengthy and enrollments will surely drop, further increasing the shortage of special education teachers. What data instigated the addition of the standards and the reading courses? Positive behavioral interventions are now required for mentally impaired? For deaf and hard of hearing? That doesn't seem necessary. Also, shouldn't the reading requirements listed here go in the actual policy? There's a section called Reading Content in Teacher Preparation (6.3.4). Additionally, the reading requirements for Specific Learning Disabilities include 9 hours of reading preparation, whereas the Multi-categorical certification (which allows a teacher to teach Specific Learning Disabilities) only requires 6 hours. Why should one teacher have additional preparation?</p>	<p>A⁺</p>	<p>Performance of special needs students on the reading portion of the WESTEST and a review of the current special education teacher preparation programs instigated the addition of the standards and the reading courses for special education preparation programs. Given that specific requirements differ for the various specializations granted in special education, the requirements were noted in Appendix E rather than in Section 6 of the policy. Policy has been changed to reflect six semester hours of reading in the specific learning disabilities preparation program as opposed to nine.</p>
<p>07-08</p>	<p>Chris Courtney</p>	<p>p. 56 – Elementary Ed. – Required score – Sept.</p>	<p>A⁺</p>	<p>Policy has been corrected to reflect the</p>

07-08	<p>Certification Coordinator Kanawha County Schools 200 Elizabeth Street Charleston, WV 25311</p> <p>Lynn Boyer Executive Director Office of Special Education WVDE 1900 Kanawha Blvd E. Bldg. 6, Room 304 Charleston, WV 25305</p>	<p>1, 1998 shows 1155? (I think that is just a typo.)</p> <p>I strongly support the added requirements for the preparation of special education teachers of students with autism. Autism presents complex challenges to teachers because of the concomitant issues with behavior, language development, socialization, and range of severity. Teachers who complete a preparation program that provides understanding of the WV CSOs and how instruction can be differentiated are particularly equipped to design instruction that aligns with the standards at appropriate levels of needs for students with autism. In addition, an understanding of the foundations of reading and its 5 components allows the teacher to work on the particular component that is most immediate and challenging for a student with autism. Because students with autism need successful socialization opportunities, a teacher who completes a program with strong consultation skills is able to effect successful inclusive opportunities for students with autism. As data from the 2004 WESTEST continue to be analyzed and new data from the 2005 administration are anticipated, the performance of students with disabilities on the math portions of the assessment are of tremendous concern and warrant a response that addresses the quality of instruction for this subgroup. As a result, I recommend that special education</p>	A ⁺	<p>appropriate score.</p> <p>No response. No action requested.</p>
07-14	<p>Lynn Boyer Executive Director Office of Special Education WVDE 1900 Kanawha Blvd E. Bldg. 6, Room 304 Charleston, WV 25305</p>	<p>A three-semester hour course in research-based math strategies has been added to all special education teacher preparation programs, with the exception of the severe/profound disabilities program.</p>	A ⁺	<p>A three-semester hour course in research-based math strategies has been added to all special education teacher preparation programs, with the exception of the severe/profound disabilities program.</p>

			<p>teacher preparation programs, with the exception of those preparing teachers for students with severe/profound disabilities, incorporate a 3 hour course in research based math strategies that address the unique learning needs of students with disabilities and provide expertise for teachers at the elementary level and those at the secondary level who teach in a consultative role.</p>		
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