



## **Policy 5100: Approval of Educational Personnel Programs**

### **Proposed Revisions**

### **Executive Summary**

#### **Background**

At its November 9, 2000 meeting, the West Virginia Board of Education adopted a replacement policy for **Policy 5100: Approval of Educational Personnel Programs**. Since its adoption, there have been recommendations for modifications within the policy. The majority of the proposed changes have been endorsed by the Teacher Education Advisory Committee (comprised of higher education deans of teacher education), the West Virginia Commission for Professional Teaching Standards and staff in the West Virginia Department of Education. These bodies have reviewed drafts of the proposal on at least two occasions to solicit feedback on the proposed modifications.

#### **Major Proposed Revisions to Policy 5100 Include:**

- Page 1, **Purpose**. – Requires written agreements to ensure that higher education institutions work collaboratively with public schools in designing and delivering professional educator preparation experiences to increase student achievement.
- Page 3, **Admission to an Approved Program**. – Suggests requirement of passing institutionally established performance assessments in speaking, listening and educational technology for admission.
- Page 4, **Instructional Roles for Selected Educators**. – Deletes section. Special Education and ESL teachers' roles are described in Policy 5202.
- Page 5, **Field-based Experiences**. – States that teacher candidates are to have exposure to diverse (multi-cultural), at-risk and special needs learners in their field experiences.
- Page 6, **Program Approval Status**. – Defines program approval status for college teacher education programs as Initial Approval, Continuing Approval and Probationary Approval.
- Page 6, **Authorization and Accreditation Requirements**. – Moves section to pages 17 and 18.
- Page 7, **Professional Educator Preparation Program Requirements: Teacher**. – Changes title of section from Program Components, Descriptions, and Assessment for Teaching Specializations.

- Pages 7-11, **Professional Educator Preparation Program Requirements: Teacher.** – Rearranges section for smoother flow.
- Page 9, **Professional Education Component.** – Ties the performance assessment process in college teacher education programs to the West Virginia Professional Teaching Standards.
- Page 9, **Professional Education Component.** – Clarifies clinical/field-based experiences. All teacher candidates must be exposed to diverse (multi-cultural), at risk and special needs students.
- Page 11, **Professional Educator Preparation Program Requirements: Student Support and Administration.** – Changes title of section from Program Components, Descriptions, and Assessments for Student Support and Administrative Specializations.
- Page 12, **Educator's Assessment and Proficiency Levels.** – Deletes duplicate language regarding assessment for administrators.
- Page 13, **EPPAC.** – Clarifies membership to include teacher education students and community representatives.
- Page 14, **Program Modifications.** – Explains the process for program modification(s) for college teacher education programs. The modification(s) will need approval of the local EPPAC, the college administration and the State. In addition, all annual teacher preparation reports will include EPPAC informational data.
- Page 15, **New Specializations on a Professional Certificate.** – Allows higher education institutions to consider work experience when a teacher is seeking additional endorsements.
- Page 16, **Modification of Programmatic Levels for a Content Specialization on a Professional Certificate.** – Deletes section since it also in Policy 5202.
- Page 16, **Establishment of a Data Base for Performance-based Assessments.** – Deletes duplicate language on teacher education program modifications.
- Page 16, **Program Review Board.** – Moves section to page 20.
- Page 18, **Educator Preparation Program Approval Process.** – Explains the procedures for program approval of college and university teacher education programs.
- Page 19, **Continuing Program Approval.** – Indicates that the West Virginia Department of Education (WVDE) will work with NCATE accredited institutions so that duplication is minimized. Non-NCATE institutions will be reviewed by the WVDE every five (5) years.

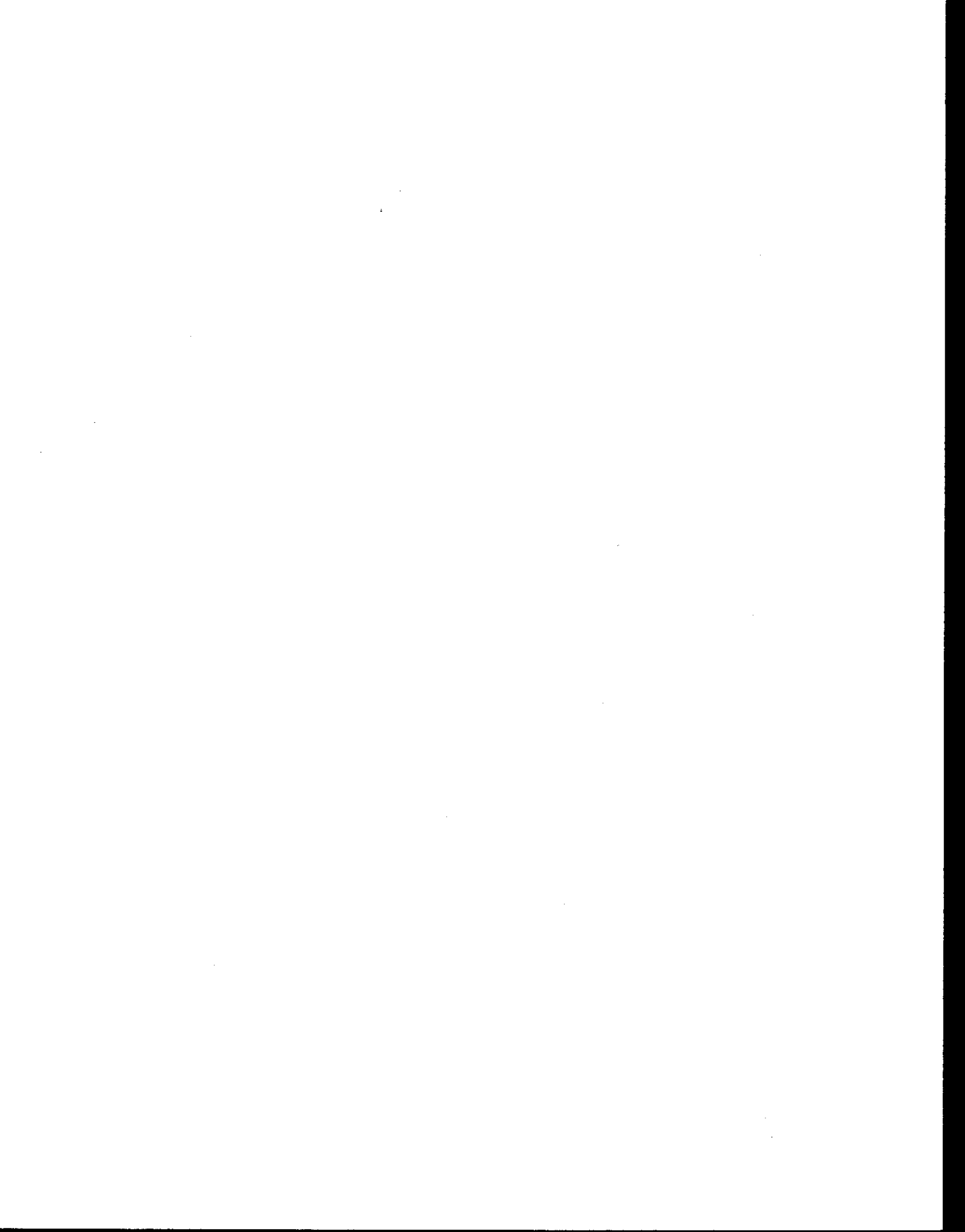
- Page 20, **Program Review Board Composition.** – The Program Review Board membership is increased by one member (from six to seven). The new member will be appointed by the Chairperson of the West Virginia Commission for Professional Teaching Standards and will be a higher education representative. This member will be appointed annually.
- Page 21, **Program Review Board Procedures.** – Indicates that a Program Review Board members must exempt him/herself from deliberations and actions related to an institution's status if he/she is currently employed by the institution or served as a team member during the institution's initial program review.
- Page 21, **Technical Assistance.** – Section is deleted.
- Page 22, **Annual Reports.** – Section is moved from page 22 to page 21.
- Page 23, **Educator Preparation Program Approval Waiver.** – Waivers for new programs may be granted based on critical teacher shortage areas.
- Page 24, **Technical Assistance.** – Section is added.
- Page 25, **Federal Monitoring.** – Indicates that the West Virginia Department of Education will conduct institutional monitoring according to federal guidelines.
- Page 25, **Approval Procedures for New Institutions.** – Part of the section is deleted while the majority is moved to page 17.
- Page 25, **Severability.** – Indicates that any provision or application of this rule found invalid will not affect the other provisions or applications of this rule.
- Page 29, **Appendix A-1.** – Adds an appendix titled "Conceptual Foundation for Teaching and Learning in West Virginia."
- Page 30, **Appendix A-2.** – Adds an appendix titled "West Virginia Professional Teaching Standards."
- Page 32, **Appendix A-3.** – Adds an appendix titled "West Virginia Professional Standards for Student Support Services."
- Page 33, **Appendix A-4.** – Adds an appendix titled "West Virginia Standards for School Leaders."
- Page 34, **Appendix A-5.** – Adds an appendix titled "West Virginia Educator Preparation Program Standards."
- Page 37, **Appendix B.** – Changed from Appendix A.

- Page 43, **Appendix C.** – Changed from Appendix B.
- Page 49, **Appendix C. Professional Education Standards.** – Deleted.
- Pages 57-59, **Programmatic Levels and Specializations Recognized on the Professional License.** – Amends programmatic levels to align with current configurations of West Virginia's educational system.
- Pages 64-93, **Test Requirements.** – Reflects that Columns 1 and 3 have been switched. The format has been changed from landscape to portrait.
- Pages 64-93, **Test Requirements.** –
  - Adds American Sign Language
  - Adds Reading
  - Adds Wellness
  - Deletes Education Audiologist
  - Aligns endorsements with the appropriate Praxis Principles of Learning and Teaching test.
  - Replaces Test 0351 with Test 0353 for the Behavior Disorders, Mentally Impaired (Mild/Moderate), Multi-Categorical Special Education and Specific Learning Disabilities specializations. A low cut score was adopted instead of no-fault.
  - Replaces Tests 0371 and 0381 with Test 0542 for the Multi-Categorical Special Education specialization. A low cut score was adopted instead of no-fault.
  - Adds Test 0544 for Severe/Profoundly Handicapped. The cut score is to be determined for this test.

**TITLE 126  
LEGISLATIVE RULES  
BOARD OF EDUCATION**

**SERIES 114**

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



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BOARD OF EDUCATION

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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 ~~state~~ 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.

1.3. Filing Date. - ~~November 9, 2000~~

1.4. Effective Date. - ~~December 9, 2000~~

1.5. Repeal of former rule.- This legislative rule ~~repeals amends and replaces~~ West Virginia Code §126CSR114, West Virginia Board of Education Policy 5100 - Approval of Educational Personnel Preparation Programs and repeals WV §126CSR148, West Virginia Board of Education Policy 5410 - Professional Field Experience.

§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 ~~state-~~ 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; ~~and~~ c) ensure that those who are prepared for employment in the public schools have ~~achieved~~ the skills, dispositions, and knowledge necessary to function as entry-level members of the profession; and d)

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to ensure that higher education institutions work collaboratively with the public schools in designing and delivering professional educator preparation experiences to increase student achievement through written agreements with public schools. This policy relates only to the approved teacher education program element of licensure. Hence, the policy does not supersede any licensure requirements mandated by West Virginia Code and/or ~~West Virginia Board of Education (Board)~~ 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 ~~West Virginia Board of Education~~ 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 ~~West Virginia Board of Education~~ WVBE.**

4.1. All educational personnel preparation programs that result in West Virginia licensure require the approval of the ~~West Virginia Board of Education~~ 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 ~~West Virginia Board of Education~~ 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 ~~West Virginia Board of Education~~ WVBE establishes the ~~West Virginia Commission for Professional Teaching Standards~~ WVCPTS to serve as its advisory body on matters related to the preparation of educational personnel. The ~~West Virginia Board of Education~~ WVBE shall establish regular communications with the ~~Commission~~ WVCPTS and may solicit its recommendations prior to taking official action on educational personnel preparation policies. (See §126CSR154 West Virginia Board of Education Policy 5050; ~~West Virginia Commission for Professional Teaching Standards~~)

4.4. The ~~West Virginia Board of Education~~ 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 (~~NCATE~~), hereinafter NCATE, accreditation for the teacher education programs under their respective jurisdictions. The ~~West Virginia Board of Education~~ WVBE pledges its cooperation with the governing boards or bodies and the institutions under their control in establishing jointly agreed to

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program review procedures pursuant to §126-114-11.4, that: a) respect any applicable standards or accreditation procedures, whether established by the ~~West Virginia Board of Education 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.

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 doctorate 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; and 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 state WVBE adopted program objectives and guidelines which is delivered by an accredited college or university and which has been approved by the ~~West Virginia Board of Education WVBE~~ for issuance of a professional certificate.

5.4. Authorized Agency. - The state agency designated by the ~~West Virginia Board of Education WVBE~~ to administer program approval standards and procedures approved by the ~~Board WVBE~~. Currently, the ~~West Virginia Department of Education WVDE~~ serves as the Board 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 ~~West Virginia Board of Education WVBE~~, which govern the legal assignment within the public schools of West Virginia (~~West Virginia W.Va.~~ Code §18A-3-1).

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5.7. ~~EPPAC~~ - 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 ~~West Virginia Board~~ WVBE approved programs are required to have an EPPAC.

### ~~5.8. Instructional Roles for Selected Educators:~~

#### ~~5.8.1. The special education teacher may assume the following roles:~~

~~a. An educator assigned to the regular education classroom who also holds an appropriate special education specialization may deliver the instructional goals and objectives in the regular education program and provide instruction to those special education students who have been included in the classroom provided the placement is consistent with the student's individualized education program (IEP). The educator shall modify the curriculum, methods and materials as specified in the student's IEP. The educator must hold the appropriate content specialization for teaching in the regular education program and a special education specialization consistent with the student's primary disability.~~

~~OR~~

~~b. A special education teacher assigned to provide support services may collaborate with the regular education classroom teacher to deliver support services to a student(s) or to the regular classroom teacher when the special education student's individualized education program stipulates the appropriate placement for the special education student is in the regular education program. The special education teacher's primary assignment is to assist in the modification of the curriculum, materials and methods to accommodate the special education student as specified in his or her IEP. The educator must hold a special education specialization consistent with the student's primary disability.~~

~~OR~~

~~e. A special education teacher assigned to deliver content in the self-contained classroom shall collaborate with the regular content teacher(s) to deliver the general or vocational goals and objectives program to the special education student whose individualized education program (IEP) indicates he/she will benefit by a placement in a separate class or a combination center-based/family consultation program that provides one-on-one or small group instruction and modification in the curriculum, methods, materials and techniques. The special education teacher must ensure that the special education student receives the instructional goals and objectives in the regular education program by collaborating with appropriate general education teacher(s) or delivering a special program of study appropriate to the student's IEP. The teacher must hold a special education specialization consistent with the student's primary disability.~~

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~~5.8.2. The English as a Second Language (ESL) teacher may:~~

~~a. Deliver the instructional support services to the 1) student with limited English proficiency (LEP) whose assessment indicates the instructional goals and objectives can be delivered in the regular education program with support services from the ESL teacher and/or 2) provide support to the regular classroom teacher by assisting in the modification of the curriculum, methods and materials to accommodate the LEP student who is included in the regular education program.~~

~~OR~~

~~b. Deliver the instructional goals and objectives in the regular education program or alternative language program to students with severely limited English proficiency (LEP) when the student's assessment indicates he/she will benefit by a placement that provides one-on-one and/or small group instruction, and modification in the curriculum, methods, materials and techniques or concentrate on the development of the LEP student's reading, writing, listening and speaking skills. When the ESL teacher delivers the instructional goals and objectives in the regular education program, she/he must collaborate with the regular or vocation teacher to ensure that the LEP student receives the instructional goals and objectives in the regular education program.~~

5.8. Field-based Experiences. - Educational training activities organized by the college and university teacher preparation programs for the student teacher candidate. The training activities are structured to ensure maximum exposure to diverse (multi-cultural), at-risk and special needs learners.

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 ~~West Virginia Board of Education~~ WVBE that empower the holder to perform designated services within the public schools.

5.10. ~~NCATE.~~ 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, ~~and~~ 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

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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 "Probationary 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 five years. To maintain "Continuing Approval Status" programs with the WVBE, educator preparation programs must undergo the continuing program review and receive approval every five years.

5.13.3 Probationary 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 "Probationary 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.

5.135. Specialization. - The specific teaching, administrative, or student support area listed on the educators' license to which ~~he or she~~ they may be legally assigned within the public schools.

### ~~§126-114-6. Authorization and Accreditation Requirements:~~

~~6.1. 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.~~

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~~6.2. Institutional Accreditation. - An institution offering West Virginia Board of Education approved programs must hold accreditation as defined in §126-114-5.1.~~

### ~~§126-114-7. Program Components, Descriptions, and Assessment for Teaching Specializations:~~

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

76.1. 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 ~~state~~ WVBE-approved program requirements.

#### 76.2. Preprofessional Skills Component.

76.2.1. Component Description. - Preprofessional skills are those ~~literacy~~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. Preprofessional skills for speaking and listening are found in Appendix ~~A~~B. Educational technology knowledge and skills related to this component are found in Appendix ~~BC~~.

~~7.2.2. Component Assessment. - The component shall be assessed as part of the program review process.~~

76.2.32. Educator's Assessment and Proficiency Levels. - The educator's preprofessional skills in reading, writing and mathematics shall be assessed by the Educational Testing Service's Praxis I, Pre-Professional Skills Tests (PPST). The ~~West Virginia Board of Education~~ WVBE shall establish the acceptable levels of performance on the ~~Pre-Professional Skills Tests~~ PPST in reading, writing, and mathematics. ~~Until the West Virginia Board of Education establishes assessments and acceptable proficiency levels,~~ The institution shall establish the assessments and acceptable performance levels for the speaking, listening, and educational technology skills.

76.2.43. PPST Waivers. - In lieu of taking the ~~state~~ WVBE approved ~~Pre-Professional Skills Tests~~PPST, prospective educators completing ~~Board~~ WVBE approved programs may provide evidence of:

- a. A master's degree from an accredited institution of higher education; OR

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b. Currently holding or having held a West Virginia professional teaching, administrative or student support service license; OR

c. Attainment of ~~West Virginia Board of Education~~ 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.

### 76.3. Content Specialization Component.

76.3.1. Component Description. - Content specialization pertains to the specific teaching, administrative, or student support specialization(s) listed on a professional license in accordance with ~~West Virginia 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. ~~West Virginia Board of Education~~ WVBE approved specializations and grade level patterns are found in Appendix D. The content specialization program standards shall include:

a. ~~West Virginia Board of Education instructional goals and objectives~~ WVBE recognized national Content Specialization Standards for the public school curriculum pertaining to the specialization.

b. ~~West Virginia Board of Education~~ WVBE policies or legislative initiatives that have implications for the teaching specialization.

c. ~~West Virginia Board of Education~~ 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~~goals and objectives.~~

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

g. Educational technology skills and knowledge related to specializations offered by the

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institution. (See Appendix BC)

h. Basic skills for designated special education specializations. In addition to the source(s) for the state WVBE content program standards as outlined in Appendix E, a candidate for licensure in behavior disorders, mentally impaired (mild/moderate), specific learning disorders and multicategorical must complete preparation in basic skills. The institution, using the ~~instructional goals and objectives~~ West Virginia content standards in §126CSR42 Policy 2510 - Assuring the Quality of Education: Regulations for Education Programs for grades 5-9 in reading, language arts and mathematics, will transform these content ~~objectives~~ standards into course objectives for its teacher education candidates. All candidates who hold or will qualify for the elementary education or early childhood specialization have satisfied the basic skills within the program specialization requirements. Candidates who hold or complete a single subject specialization in grades K-12, 5-12, 5-9, or 9-12 are required to satisfy the knowledge requirement for teaching the basic skills in addition to the special education content specialization program requirements.

~~7.3.2. Component Assessment. - The component shall be assessed as part of the program review process:~~

~~76.3.32. Educator's Assessment and Proficiency Levels. - Candidates for completion of a West Virginia approved program shall be required to meet West Virginia Board of Education WVBE Praxis II specialty area test score(s), if adopted, indicated for the anticipated specialization(s). A listing of current Board WVBE required tests and passing scores is found in Appendix E. Until the West Virginia Board of Education adopts assessments and sets acceptable proficiency levels, the institution shall establish the assessments and acceptable performance levels for the educational technology skills associated with the content specialization:~~

### 76.4. Professional Education Component.

76.4.1. 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 P-12 schools. The conceptual framework shall include a description of its prospective professional educator by identifying the knowledge, skills, behaviors, attitudes and values/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 prospective teachers/professional educators and student support personnel. The description shall reflect the appropriate West Virginia Professional eEducation or sStandards for teachers - arc listed in

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~~Appendices C-1 A-2 through A-4.~~ The educational technology skills for this component are listed in Appendix BC, ~~s~~Section 3.0.

~~7.4.2. Component Assessment. - The component shall be assessed as part of the program review process:~~

~~a. Performance assessment instruments developed at the institutional level and procedures for their administration shall be based on the professional education standards in Appendix C-1.~~

~~b. The acceptable proficiency level on the professional performance assessments shall be established collaboratively by public school administrators, classroom teachers, and teacher education faculty:~~

### 76.4.32. Educator's Assessment and Proficiency Levels.

a. Professional Knowledge Assessment and Proficiency Levels. - Candidates completing a ~~West Virginia WVBE approved teacher education program for the initial teaching any professional educator license shall pass a West Virginia Board of Education 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. 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. - Each candidate's performance in the clinical portion of the program shall be assessed by the administration of the institution's performance assessment instrument(s). The culminating performance assessment shall be administered by a local team comprised of the higher education supervisor and public school cooperating personnel. Verification that the candidate has attained the established proficiency level shall be determined by both the college supervisor(s) and the public school cooperating personnel except when a public school cooperating teacher with the appropriate experience and/or training is not available to administer the performance assessment, an institution-based clinical supervisor may be designated in lieu of the public school supervisor to conduct the assessment and verify the proficiency level. 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.);

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- Standards:
- B. include performance criteria and performance indicators rooted in the relevant
  - C. address the knowledge, skills, and dispositions to be acquired by professional candidates as set forth in program goals;
  - D. have multiple means of measuring candidate performance and impact;
  - E. specify candidate performance expectations and acceptable proficiency levels and designated benchmarks in the program; and
  - F. provide on-going, systematic information useful for decision-making.

Each candidate completing an approved program ~~for the initial Professional Teaching Certificate~~ shall spend a minimum of twelve weeks in the clinical portion of the ~~performance assessment program~~ unless he/she is able to demonstrate to the satisfaction of the college supervisor and the cooperating ~~teacher/public school supervisor~~ that he/she has ~~satisfied~~ achieved the proficiency level in less than the specified time. The candidate must be assessed during the ~~culminating assessment~~ clinical experience in at least one specialization(s) for which he or she is requesting licensure. The institution is also required to ~~provide the candidate with meaningful~~ document the candidates' field-based and/or clinical experiences with students diverse (multi-cultural), at risk, and special needs learners at each programmatic level for which ~~he or she~~ they anticipates licensure.

The elementary education specialization, K-6, is the only exception 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 ~~second~~ other specialization must be satisfied. These required field based experiences must be of sufficient duration and quality to enable the candidate to practice and develop skills ~~in one or more of the five areas included in the professional education standards for teaching specializations. A candidate's special education performance assessment shall be conducted in assignments that conform to the approved instructional roles for special educators included in the definitions in §126-114-5.8.~~

### **§126-114-87. Program Components, Descriptions, and Assessments for Professional Educator Preparation Program Requirements: Student Support and Administrative on Specializations.**

§7.1. Program Components. - All student support and administrative preparation programs shall consist of three (3) components: preprofessional skills, content specialization, and professional

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education. The three (3) components, including the associated educational technology and skills, are necessary to satisfy ~~state~~ WVBE-approved program requirements.

§7.2. Preprofessional Skills Component. - All provisions of this component described for teaching specializations (see 126-11 §4.76.2 above) apply for student support and administrative specializations.

§7.3. Content Specialization Component. - All provisions of this component described for teaching specializations (see 126-114.76.3 above) apply for student support and administrative specializations except in 126-114-76.3.1., item a, ~~West Virginia Board of Educational~~ WVBE instructional goals and objectives for the public school curriculum pertaining to the specialization.

§7.4. Professional Education Component.

§7.4.1. 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 Appendixes ~~C-2A-3~~ C-2A-3 and A-4.

§7.4.2. 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 ~~C-2A~~ 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.

§7.4.3. 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 by administration of 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 not reflect any programmatic levels, therefore, the performance assessment may be completed at any programmatic level.

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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.

~~Each candidate completing a West Virginia approved program leading to a Professional Service or Professional Administrative Certificate for initial licensure shall demonstrate to the satisfaction of the college supervisor and the cooperating public school personnel that he/she has satisfied the proficiency level.~~

~~For candidates completing a West Virginia approved program endorsed on the Professional Administrative Certificate, employment in the specialization may not be used as a prerequisite condition by an institution to conduct the performance assessment.~~

### **§126-114-98. Additional Approved Program Requirements.**

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

98.2. ~~The Educational Personnel Preparation Advisory Committee (EPPAC).~~ - Each institution of higher education that offers an educational preparation program shall have an Educational Personnel Preparation Advisory Committee 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 ~~authorized agency~~ 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:

98.2.1. New and revised preparation programs.

98.2.2. Admission, retention and exit criteria.

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

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98.2.4. Educational technology activities and assessments.

98.2.5. Annual testing and supply/demand reports.

98.2.6. State WVBE and national program reviews and findings.

98.2.7. State WVBE educational preparation and licensure policies and statutes.

98.2.8. Recruitment of students.

98.2.9. Clinical and field experiences.

98.2.10. Development and preparation of policies and programs for inclusion in ~~West Virginia Board of Education~~ WVBE self-study materials

8.2.11. 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. 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.

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

98.3. 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 specialization identified in §126-114-9.4.1. (below).

98.4. Specialization Prerequisites, Restrictions and Timelines.

98.4.1. Prerequisite Endorsements and Restrictions. - Early education must be taken in combination with elementary education. ~~Severe/profound and developmentally delayed pre-school special needs~~ must be taken in combination with elementary education or early ~~childhood~~ education. Special education approved programs shall be completed in combination with a general education or vocational 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

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specialization is required for educators with secondary, middle, or single subjects specializations in kindergarten through grade twelve and for candidates completing an initial certification in special education at the master's level to add the following specializations: behavior disorders, mentally impaired (mild/moderate), specific learning disabilities and multi-categorical. Candidates with an elementary specialization or early childhood specialization have satisfied the basic skills and are eligible to pursue licensure requirements for grades K-12 in the following specialization education categories: behavior disorders, mentally impaired (mild/moderate), specific learning disabilities and multicategorical. The ~~visionally~~ visually impaired and hearing impaired specializations will not reflect programmatic levels restrictions thus allowing the candidate to provide instructional support services to students and teachers at any programmatic level. A candidate for the gifted specialization at the elementary level will be eligible for gifted in the grade levels reflected on the elementary or early childhood endorsement appearing on the candidate's license. Candidates for gifted in grades 5-12 or 5-9 must hold a general or vocational specialization for grades 5-12, ~~or~~ K-12 or 5-9.

### 98.5. Validity of Test Scores and Required Assessments Program Requirements, Assessments and Test Scores.

98.5.1. Validity Period. - The validity period for a test and a passing score is ten years from the date on which the candidate passed the ~~examination~~ assessment. In those circumstances where the ~~West Virginia Board of Education~~ 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, ~~and~~ passing scores and any changes in the program requirements.

98.5.2. 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.

98.5.3. 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 additional specialization based on the candidate's work or career experiences.

98.5.4. Substitution of National Evaluation Systems (NES) Content Test in Special Education for Praxis II Special Education: Knowledge-Based Core Principles Test. - A candidate who successfully completed the NES test in behavior disorders, mentally impaired or specific

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learning disabilities is not required to satisfy the Praxis II- Special Education: Knowledge-Based Core Principles Test since it is assumed this content was included in the NES special education content test.

~~9.5.5. Modification of Programmatic Levels for a Content Specialization on a Professional Certificate. A candidate who seeks a different programmatic level configuration for an existing specialization on her or his Professional Certificate is exempt from a required content test provided she or he has completed three years of experience in an assignment of at least one-half day within the last seven years in the specialization for which the modification is requested; however, he/she is required to satisfy all other approved program requirements. An educator who does not meet the experience requirement and who wishes to extend the programmatic level for a specialization on his or her Professional Certificate must satisfy the approved program requirements and the Praxis test in the content specialization unless she or he is excused on the basis of criteria outlined in §126-114-9.5.1.~~

### ~~9.6. Establishment of a Data Base for Performance-based Assessments:~~

~~9.6.1. Development of a Plan. Beginning with the 2000-2001 school year, each teacher education unit will develop a comprehensive long-term plan for the initiation of performance-based assessments of the unit, its candidates and graduates, and its programs. This plan will specify the assessment criteria (major categories), the data that will be collected relative to the categories, the data sources and the plan for collection, the anticipated use of the data, and the agency(ies) responsible for collecting the data. Examples of assessment criteria that may be included in the basic categories of the plan include a) the candidate's knowledge and performance in both content specialization(s) and professional knowledge, b) knowledge and application of technology and, c) performance of the graduate during the first year of employment. The West Virginia Department of Education will provide technical assistance and professional support during the development phase of the plan and it will collaborate in the development of the instruments and assist in the collecting and reporting of data than can be obtained from educational personnel employed in West Virginia's public schools. The institution's plan will be submitted to its EPPAC for review and to the West Virginia Department of Education in the institution's annual report at the close of the 2000-2001 academic school year. If sections of the data collection and analysis are to be phased in during a three-year time period, the plan should include the phase-in calendar. The institution will report its progress in the implementation of the plan in its annual report to the West Virginia Department of Education. Both the plan and the institution's progress will be reviewed by the state.~~

### ~~§126-114-10. Program Review Board:~~

~~10.1. Program Review Board Members. - The Program Review Board shall be comprised of six members from a pool of trained evaluators and shall include the following: three (3) representatives from higher education (a representative from each of the following: Board of Trustees, Board of Directors and West Virginia independent colleges) and three (3) representatives~~

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~~from public education, grades K-12. The Board of Trustees, the Board of Directors and the West Virginia Foundation for Independent Colleges shall each appoint one member and the State Board shall appoint the public school members. The Board members' terms shall be for three years with the exception of the initial board members whose terms shall be staggered to promote continuity in the Board's membership. A Program Review Board member must exempt himself or herself from deliberations and actions related to an institution's status if he/she 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. The authorized agency shall appoint one of its members to serve as a nonvoting liaison to the Program Review Board. The Chairperson of the Professional Preparation Committee of the West Virginia Commission for Professional Teaching Standards or her or his designee will serve a one-year term as an ex-officio member of the Program Review Board. This designation shall be made annually following the Chairperson's election to that.~~

~~10.2. Functions of the Program Review Board. - The primary function of the Program Review Board is to: 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; review proposed content specializations; solicit from institutional staff and/or team members clarification on questions that might arise during the review of materials; and recommend approval to the West Virginia Board of Education for only those educational personnel preparation programs and/or their components which satisfy the state criteria. The Program Review Board shall meet at least once each semester unless no materials have been submitted to the Board for review and recommendation.~~

~~10.3. Program Review Board Options. - The Program Review Board may recommend to the West Virginia Board of Education that a new content specialization or a continuing program and/or any of its components be approved for implementation. 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 has serious weaknesses or the program lacks adequate documentation validating that the program is in compliance with the standards, the Program Review Board may withhold its recommendation to the West Virginia Board of Education to grant continuing program approval. Procedures for the operation of the Program Review Board are outlined in the Guidelines for the Submission of New Content Specializations and the Guidelines for On-Site Review Procedures.~~

### **§126-114-9. Authorization and Accreditation Requirements.**

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9.1. 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.

9.2. Institutional Accreditation. - An institution offering WVBE approved programs must hold accreditation as defined in §126-114-5.1.

### §126-114-10. Educator Preparation Program Approval Process

10.1. 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.

#### 10.2. Initial Program Approval.

10.2.1. 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).

10.2.2. Prerequisite Requirements. - An institution seeking approval to offer educational preparation programs must meet authorization and accreditation requirements indicated in §126-114-6 prior to the review of the proposed program.

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

10.2.4. 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.

10.2.5. 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 "probationary" status. If approval with probations 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.

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### 10.3. Continuing Program Approval

10.3.1. 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.

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

### ~~§126-114-11. Review and Approval Procedures.~~

~~11.1. Program Review Agreements for Institutions Holding or Seeking NCATE Accreditation. - The State Board 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 state and NCATE review processes. Hence, the State Board 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, program review timetables, format and content of institutional reports, selection, number and role of state review team members and the reporting of program review results.~~

~~11.2. Program Review Procedures for Non-NCATE Institutions. - The authorized agency shall coordinate the review of educational personnel preparation programs offered by non-NCATE institutions at least every five years. Time lines related to the submission of data and other documentation of the institution's compliance with program approval criteria, the scheduling of program reviews, the role of state review members, and procedures for the reporting of program review results shall parallel the guidelines adopted for NCATE institutions.~~

~~11.3. Granting of Approved Program Status. - The West Virginia Board of Education is the~~

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~~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 approval status granted by the State Board shall be consistent with the options used by the Program Review Board.~~

### **§126-114-101. Educator Preparation Program Review Board.**

11.1. Program Review Board Purpose. - ~~The West Virginia Board of Education WVBE~~ has created the Educator Preparation Program Review Board to make recommendations to the ~~West Virginia Board of Education WVBE~~ regarding initial and continuing educator preparation program approval.

~~10.1.11.2. Program Review Board Members Composition.~~ - The Program Review Board shall be comprised of ~~six~~ seven members selected from a pool of trained educator preparation program assessors/examinersevaluators and shall include the following: three (3) members shall representives from higher education (atwo representatives from each of the following: Board of Trustees, Board of Directors appointed by the Higher Education Policy Commission and one representative appointed by the West Virginia Independent eColleges and Universities) and three (3) members shall representives from public education, grades K-12, appointed by the WVBE. The Board of Trustees, the Board of Directors and the West Virginia Foundation for Independent Colleges shall each appoint one member. 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 appointed by the Higher Education Policy Commission shall be for three years with the exception of the initial board members whose terms shall be staggered to promote continuity in the BoardProgram Review Board's membership. A Program Review Board member must exempt himself ~~or/herself~~ from deliberations and actions related to an institution's status if he/she 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. ~~The authorized agency shall appoint one of its members to serve as a nonvoting liaison to the Program Review Board. The Chairperson of the Professional Preparation Committee of the West Virginia Commission for Professional Teaching Standards or her or his designee will serve a one-year term as an ex-officio member of the Program Review Board. This designation shall be made annually following the Chairperson's election to that office.~~

~~10.2.11.3. Functions of the 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 West Virginia Board of Education WVBE for only those educational personnel preparation programs and/or their components which satisfy the state WVBE criteria. ~~The Program Review Board shall meet at least once each semester unless~~

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~~no materials have been submitted to the Board for review and recommendation.~~

~~10.311.4. Program Review Board Options~~Procedures. - ~~The Program Review Board may recommend to the West Virginia Board of Education that a new content specialization or a continuing program and/or any of its components be approved for implementation~~The Program Review Board member must exempt himself/ herself from deliberations and actions related to an institution's status if he/she 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 has 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 ~~West Virginia Board of Education~~ WVBE to grant continuing program approval. Procedures for the operation of the Program Review Board are outlined in the Guidelines for the Submission of New Content Specializations and the Guidelines for On-Site Review Procedures.

### ~~§126-114-12. Technical Assistance.~~

~~12.1. Technical Assistance in Program Development.~~ - ~~At the request of a West Virginia educational personnel preparation institution, the authorized agency shall provide technical assistance for purposes of program development or improvement insofar as human and fiscal resources permit.~~

~~12.2. Technical Assistance in Response to an Identified Problem/Issue.~~ - ~~A representative from the authorized agency shall identify for the institution's chief educational personnel preparation administrator any problem with the implementation of the institution's program based on data reports, licensure recommendations, test scores, reports from cooperating public school personnel or other valid accreditation or governing agency reports related to the program and/or its graduates. The authorized agency's representative and the institution's representative shall make a concerted effort to resolve the documented problem by the development and adoption of an action plan. For information purposes, the authorized agency will file a copy of the action plan with the Program Review Board. Either the authorized agency or the institution may request the technical assistance of personnel with expertise in the problem area.~~

~~12.3. Technical Assistance in the Implementation of an Action Plan.~~ - ~~The institutional and authorized agency representatives shall develop a mutually acceptable action plan. The action plan~~

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~~may or may not call for expertise from a technical assistance team. The representative from the authorized agency shall agree, to the extent possible, with the institution's administrator in the selection of the technical assistance team members to assist in the development of a solution that shall be monitored by the authorized agency and, if needed, by the technical assistance team.~~

~~12.4. Progress Consultations. - Staff from the authorized agency shall confer with institutional staff, as often as mutually agreed upon, on progress made in the implementation of the action plan or in adjustments in the action plan or time lines in order that the problem or issue may be satisfactorily resolved in a timely manner.~~

~~12.5. Noncompliance. - If an institution fails to address an identified problem or does not make satisfactory progress in implementing the action plan, it is subject to withdrawal of the program's approval status. If the authorized agency is convinced that the program's shortcomings seriously impair the quality of its graduates, it shall forward a copy of its recommendation for program discontinuance or a reduced approval status along with the documentation related to the technical assistance efforts to the Program Review Board along with a recommendation and documentation concerning the program's status. The Program Review Board may seek additional information from either the authorized agency and/or the institution prior to initiating action on the matter. After the Program Review Board has reached a recommendation regarding the program, it shall forward its recommendation regarding the program to the West Virginia Board of Education with a copy to the institution's governing board or executive officer.~~

### §126-114-12. Annual Reports.

12.1. 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.

12.2. 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.

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

### **§126-114-13. Procedures for Initiating an Experimental Program or for Conducting Research on Components on Implementation Procedures within Current Policy.**

13.1. 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 ~~West Virginia Board of Education~~ 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 ~~authorized agency~~ 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 ~~state~~ WVBE adopted program objectives, are the same as those outlined in §126-114-13 for a new content specialization. The experimental program's self-study must comply with the guidelines adopted by the ~~authorized agency~~ WVDE.

13.2. 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.

13.3. 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 ~~West Virginia Commission for Professional Teaching Standards~~ WVCPTS and the ~~authorized agency~~ WVDE.

### **§126-114-14. Educator Preparation Program Approval Waiver**

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

### **~~§126-114-14. Modifications Within Currently Approved Programs.~~**

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~~14.1. Program Modifications. - Substantive program modifications, 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 a new curriculum summary sheet to the authorized agency. The authorized agency 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 authorized agency.~~

### §126-114-15. Technical Assistance.

15.1. Technical Assistance in Program Development. - At the request of a West Virginia educational personnel preparation institution, the WVBE shall provide technical assistance for purposes of program development or improvement insofar as human and fiscal resources permit.

### ~~§126-114-15. Annual Reports:~~

~~15.1. Annual Progress Reports. - Each institution with a state approved program shall report annually to the authorized agency 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 West Virginia Board of Education initiatives or policies that impact on 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 authorized agency shall review the annual reports for compliance with the state criteria specified for the annual report and for ongoing performance indicators. If the authorized agency 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 authorized agency which is responsible for making a recommendation concerning program status to the Program Review Board. Such recommendations shall be accompanied by a data base and/or documents from the institution and/or authorized agency. Efforts will be undertaken to collaborate with institutions in the development of the annual report data base and narrative required for accreditation by NCATE or by the American Association of Colleges for Teacher Education (AACTE).~~

~~15.2. Annual Data Report. - All institutions shall contribute annually to the data base 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 the state's supply and demand for educational personnel.~~

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~~15.3. Noncompliance. - An institution that fails to submit or to meet the criteria for the annual report is subject to having the institution's program approval status withdrawn. When an institution fails to submit the required information, the authorized agency may recommend an alteration in the program's approval status to the Program Review Board which shall review the case and issue a recommendation. Any recommendation by the Program Review Board to alter the approval status must be submitted to West Virginia Board of Education for review and action.~~

### § 126-114-16. Federal Monitoring.

16.1. 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.

### ~~§126-114-16. Approval Procedures for New Institutions:~~

~~16.1. Request for Institutional Approval. - An institution that does not currently offer Board approved programs may notify the authorized agency of its desire to offer such programs. This notification must be submitted in writing to the authorized agency at least one year prior to the anticipated implementation date of the proposed program(s).~~

~~16.2. Prerequisite Requirements. - An institution seeking approval to offer educational preparation programs must meet authorization and accreditation requirements indicated in §126-114-6 prior to the review of the proposed program.~~

~~16.3. Self-Study. - Self-study and program approval procedures and requirements for a new institution are described in administrative guidelines available from the authorized agency.~~

~~16.4. On-Site Review. - New institutions are required to submit to an on-site review by a state team in order to begin the implementation of an approved educational personnel program.~~

~~16.5. Institutional Rejoinder to the State Team Report. - The procedures described in §126-114-11 and in the on-site review procedures are applicable to the approval of a new institution.~~

### § 126-114-17. Severability.

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

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**APPENDIX A**

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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:

- All children are born with unique talents and abilities. Therefore, all children are entitled to a safe environment that nurtures those unique talents and abilities and incorporates the diversity of their experiences into the learning process.
- All students are entitled to competent, caring and qualified teachers.
- All students are entitled to a variety of quality programs and services provided through comprehensive staffing of the school system.
- All students must acquire self-awareness skills to identify their individuality and to acknowledge and respect the diversity of other people.
- All students must develop individual goals and strategies for achievement.
- All students are entitled to relevant content and "real" world applications and connections to stimulate an interest in life-long learning.
- All students must learn organizational and personal skills necessary to be successful in daily life.
- All students must learn to be responsible members of various communities because the world is a global community.

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APPENDIX A-2

West Virginia Professional Teaching Standards

Teachers create nurturing classroom environments that reflect commitment to students and their learning.

1. Create and maintain a classroom environment to enhance students' self-esteem and confidence.
2. Establish and communicate learning outcomes and performance level expectations to students.
3. Employ effective management techniques to support learning and appropriate student behavior.
4. Create a safe classroom environment.

Teachers deliver lessons that reflect current content knowledge that convey and reveal the subject matter to students.

5. Plan, deliver, and evaluate a developmentally appropriate program of study using long-term and short-term goals.
6. Incorporate state and county curriculum objectives into the students' programs of study.
7. Use developmentally appropriate curriculum materials to deliver the program of study.
8. Implement a program of study that integrates academic and vocational concepts and content.
9. Demonstrate a high level of content knowledge.

Teachers manage and monitor student learning.

10. Use appropriate instructional strategies and management techniques.
11. Design appropriate methodology and educational technology in content areas.
12. Integrate appropriate methodology and educational technology in content areas.
13. Implement instructional strategies that facilitate creativity, critical thinking and problem solving abilities.

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14. Incorporate career information, experiences and essential workplace skills into the instructional process.
15. Incorporate developmentally appropriate physical, emotional, intellectual and creative development into the instructional management plan.
16. Conduct, document and report assessments of academic and social progress.
17. Use academic assessment data in planning and evaluating instruction.

**Teachers think systematically about their practices and learn from experiences.**

18. Use ethical procedures.
19. Analyze and reflect on instructional methodologies and strategies for self-evaluation and improvement.
20. Engage in professional development as a life-long learner.

**Teachers model the character traits they seek to inspire in their students.**

21. Model respect and appreciation for the diversity of other people.

**Teachers are active and collaborative participants with school colleagues, parents, local and state government agencies, higher education and business to enhance the education system.**

22. Use appropriate oral and written communication with students, parents, coworkers and others.
23. Assume a professional role in dealing with students, colleagues, parents and others.

**Teachers utilize technology that enables students to reach their maximum potential and become life-long learners.**

24. Support instruction with appropriate technology.
25. Enhance professional growth and productivity.
26. Communicate and collaborate with colleagues, parents and community using appropriate technology.
27. Access research, critically analyze information sources and utilize data in decision-making.

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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 Board approved student support services program. The candidate shall be able to demonstrate that he/she:

**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

Conceptual Framework(s)

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

Candidates<sup>1</sup> 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 students<sup>2</sup> learn. Assessments indicate that candidates meet professional, state and institutional<sup>3</sup> standards.

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.

II. UNIT CAPACITY

Standard 3. Field Experiences and Clinical Practice

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

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.

Standard 5. Faculty Qualifications, Performance and Development

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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.

### **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.

<sup>1</sup>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.

<sup>2</sup>"All students" include students with exceptionalities and the different ethnic, racial, gender, language, religious, socioeconomic and regional/geographic origins.

<sup>3</sup>Institutional standards are reflected in the unit's conceptual framework and include candidate proficiencies.

Modified from NCATE Standards 2000.

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**APPENDIX A B**

**PREPROFESSIONAL SKILLS  
FOR  
SPEAKING AND LISTENING**

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## 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).
- 2.9. Kinesics. Utilize movement, gesture, and facial expression ("body language") as part of intended message.

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### PROFESSIONAL SPEAKING SKILLS

- 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.

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### 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 ~~nonjudgmental, without judging~~, in order to understand the intended message accurately.

#### 2.0. Interpretive Comprehension

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

- 2.1. Paraphrasing. Restate the speaker's viewpoint accurately when it differs from that of the listener.
- 2.2. Feedback. Ask questions effectively and in a nonthreatening manner for clarification of information.
- 2.3. Difference of Opinion. Identify and understand the reason for the perspective (perceptual framework) of the speaker.
- 2.4. Decoding Nonverbal Cues. Identify incongruities between verbal and nonverbal cues.
- 2.5. Empathic Listening. Identify the emotional content of the message from vocal and nonvocal cues.

#### 3.0. Critical Comprehension

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- 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 B C**

**EDUCATIONAL TECHNOLOGY STANDARDS  
FOR  
PREPROFESSIONAL SKILLS, CONTENT SPECIALIZATION AND PROFESSIONAL  
EDUCATION COMPONENTS**

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### **APPENDIX B TECHNOLOGY OBJECTIVES**

All West Virginia Board of Education approved programs must ensure that candidates have the requisite knowledge and skills for effective use of educational technology in instruction and content specialization. More specifically, the teacher candidate is able to:

#### **1.0. Preprofessional Skills**

- 1.1. Operate a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.
- 1.2. Appropriately use terminology related to computers and technology in written and oral communications.
- 1.3. Describe and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices.
- 1.4. Use imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.
- 1.5. Demonstrate knowledge of uses of computers and technology in business, industry, and society.
- 1.6. Use productivity tools for word processing, database management, and spreadsheet applications.
- 1.7. Apply productivity tools for creating multimedia presentations.
- 1.8. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
- 1.9. Use computers to support problem solving, data collection, information management, communications, presentations and decision making.
- 1.10. Demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.
- 1.11. Observe demonstrations or use of broadcast instruction, audio/video conferencing, and other distant learning applications.

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### 2.0. Content Specialization

- 2.1. Research and plan for use of technology in specific content areas.
- 2.2. Develop hardware and software configurations to implement technology into the content specific classroom.
- 2.3. Describe strategies for facilitating the ethical, legal, and human issues involving school purchasing and policy decisions.
- 2.4. Use advanced features of productivity tools to improve the teaching and learning in the content area.
- 2.5. Apply specific-purpose electronic devices and software (such as a graphing calculator, language translator, scientific probeware, electronic thesaurus, CAD software, etc.) in appropriate content areas.
- 2.6. Identify, select and integrate video and other varying forms of communications technology to improve learning in the content area.
- 2.7. Use teacher utility and classroom management tools to design curriculum and solutions for a specific area.
- 2.8. Use electronic mail and web browser applications to support specific curriculum objectives.
- 2.9. Participate in collaborative projects and team activities using the appropriate technologies.
- 2.10. Develop instructional units ~~and~~ that involve the use of technology to support specific curriculum integration.
- 2.11. Design and practice classroom methods and strategies for teaching concepts and skills related to technology and content.
- 2.12. Identify professional technology organizations and support groups to continue growth of technology utilization and enhance content delivery.
- 2.13. Demonstrate use of technology resources in specific curriculum areas that support instruction for students with special needs.

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### 3.0. Professional Education

- 3.1. Demonstrate awareness of technology resources for adaptive assistive devices for students with special needs.
- 3.2. Identify computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.
- 3.3. Explore, evaluate, and use computer/technology resources including applications, tools, educational software and associated documentation.
- 3.4. Describe current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.
- 3.5. Design, deliver, and assess student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.
- 3.6. Design student learning activities that foster equitable, ethical, and legal use of technology by students.
- 3.7. Practice responsible, ethical and legal use of technology, information, and software resources.

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**APPENDIX C**

**PROFESSIONAL EDUCATION STANDARDS**

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### APPENDIX C-1

#### ~~PROFESSIONAL EDUCATION STANDARDS FOR TEACHING SPECIALIZATIONS~~

~~Source Code: N<sup>1</sup>NCATE Unit Standards or Indicators~~

~~S<sup>2</sup>Board Policies or Priorities~~

~~P<sup>2</sup>Praxis Principles of Learning Test Descriptors~~

~~I<sup>1</sup>Interstate New Teachers Assessment Support Consortium (INTASC) Standards~~

~~The institution's program in professional studies shall promote the development and assessment of the following knowledge and skills evidence by the candidate who is completing a Board approved teaching specialization. The teacher candidate shall be able to:~~

#### ~~1.0. Program of Study~~

~~1.1. Plan, deliver, and evaluate a developmentally appropriate program of study using yearly, weekly, and daily goals. (N, S, P)~~

~~1.2. Incorporate state and county curriculum objectives into the student's program of study. (S)~~

~~1.3. Use developmentally appropriate curriculum materials and community resources to deliver the program of study. (N, S, P)~~

~~1.4. Implement a program of study that integrates academic and vocational concepts and content. (S)~~

~~1.5. Incorporate into a program of study related career information and experiences as well as essential workplace skills and attitudes. (S)~~

~~1.6. Design appropriate instructional programs for all pupils, including at-risk, culturally and economically deprived and those with handicapping conditions. (N, S, P, I)~~

#### ~~2.0. Classroom Climate~~

~~2.1. Create and maintain a classroom environment to enhance pupils' self-esteem and confidence. (N, S, P, I)~~

~~2.2. Establish and communicate to students the expected learning outcomes and performance levels. (N, S, P)~~

~~1.3. Maintain a classroom environment that promotes the students' mental health and their physical well being and safety. (S)~~

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~~2.4. Serve as an advocate for students and employ accepted counseling techniques.(S)~~

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### ~~APPENDIX C-1 PROFESSIONAL EDUCATION STANDARDS FOR TEACHING SPECIALIZATIONS~~

#### ~~3.0. — Instruction/Management~~

~~3.1. Incorporate developmentally appropriate physical motor, social-emotional, intellectual, and creative emotional development in the instructional management plan. (N, S, P, I)~~

~~3.2. Demonstrate the application of appropriate methodology and educational technology resources in the content area(s). (N, S, P)~~

~~3.3. Use appropriate instructional strategies and management techniques in the management of individuals, and small and large groups. (N, S, P) —~~

~~3.4. Implement instructional strategies that facilitate the development of a student's creative and critical thinking and problem-solving abilities. (N, S, P, I)~~

~~3.5. Employs effective management techniques to promote appropriate student behavior and to support learning. (N, S, P)~~

~~3.6. Incorporate principles of multiple intelligences and learning styles into the management practices and instructional strategies. (N)~~

~~3.7. Understand the theoretical bases for the reading process and incorporate reading strategies into the instructional process, particularly word identification and vocabulary, comprehension, and study strategies. (S)~~

#### ~~4.0. — Student Progress~~

~~4.1. Conduct and document reliable assessments of students' academic and social progress. (N, S, P, I)~~

~~4.2. Use results from the West Virginia testing program to enhance student learning. (S)~~

~~4.3. Use students' academic assessment data in planning and evaluating instruction. (N, S, P)~~

#### ~~5.0. — Professional Roles and Communication~~

~~5.1. Use appropriate oral and written communication processes with students, parents, coworkers and others. (N, S, P)~~

~~5.2. Assume a professional role in teaching students, and in collaborating with colleagues and parents. (N, S, P, I)~~

~~5.3. Practice ethical procedures advocated by the profession. (N, S)~~

~~5.4. Analyze and reflect on instructional methodologies and strategies for self evaluation and improvement. (N, S, P)~~

**APPENDIX C-2**  
**PROFESSIONAL EDUCATION STANDARDS FOR**  
**STUDENT SUPPORT SERVICES AND ADMINISTRATIVE SPECIALIZATIONS**

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

**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 their 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, their administrative structure as well as the social, moral, governance and political dimensions of education.

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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 CERTIFICATE 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

<u>American Sign Language</u>	<u>PreK-Adult</u>
Any Modern Foreign Language	<u>PreK-Adult, K-12, 5-12, 5-9, 5-Adult</u>
Art	<del>Not specified</del> <u>PreK-Adult, 5-12, Adult, 5-9</u>
Biology	<u>9-12, Adult</u>
Chemistry	<u>9-12, Adult</u>
Computer Science Education	<u>PreK-Adult, 5-12</u>
Dance	<u>PreK-Adult, 9-12, K-12, 5-12, 5-Adult</u>
Driver Education (Safety Education)	<u>9-12, Adult</u>
Early Childhood Education	K-4
Early Education	<u>PreK-K</u>
Elementary Education	K-6
English	<u>5-12, Adult, 5-9</u>
English as a Second Language	<del>Not specified</del> <u>PreK-Adult</u>
French	<u>PreK-Adult, K-12, 5-12, 5-9, 5-Adult</u>
General Math through Algebra I <sup>1</sup>	<u>5-12, Adult, 5-9</u>
General Science	<u>5-12, Adult, 5-9</u>
German	<u>PreK-Adult, K-12, 5-12, 5-9, 5-Adult</u>
Health	<u>PreK-Adult, 5-12, 5-9, 5-Adult</u>
Japanese	<u>PreK-Adult, K-12, 5-12, 5-9, 5-Adult</u>
Journalism	<u>5-12, Adult, 9-12, Adult</u>
Latin	<u>5-12, Adult, 5-9, PreK-Adult</u>
Mathematics	<u>5-9, 5-12, Adult, 9-12</u>
Middle Childhood-Professional Development	5-9
Music	<del>Not specified</del> <u>PreK-Adult</u>
Oral Communications	<u>5-12, Adult, 5-9, 9-12, Adult</u>
Physical Education	<del>Not specified</del> <u>PreK-Adult, 5-12, Adult, 5-9</u>
Physics	<u>9-12, Adult</u>

~~Master's Degree Required~~ No Licenses will be issued with this endorsement area after July 1, 2005.

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Preschool Education  
Reading  
 Reading Specialist<sup>2,4</sup>  
 Russian  
 School-Library Media  
 Social Studies  
 Spanish  
 Technology Education  
 Theatre  
Wellness (Health-Physical Education Combined Major)

Birth-PreK  
PreK-Adult  
PreK-Adult~~K-12, 5-12, K-6~~  
PreK-12Adult, 5-12~~Adult, 5-9~~  
~~Not specified, 5-12, K-6~~ PreK-Adult  
~~5-12~~Adult, 5-9  
~~PreK-Adult, K-12, 5-12~~Adult, 5-9  
~~5-12~~Adult  
PreK-Adult, 5-12~~Adult 9-12~~  
PreK-Adult

**Grade Level Options for Vocational Specializations**

Agriculture  
 Business Education  
 Family & Consumer Science  
 Marketing

~~5-12~~Adult  
~~5-12~~Adult, 9-12Adult  
~~5-12~~ Adult  
~~9-12~~ Adult

**Grade Level Options for Special Education Specializations**

Autism  
 Behavior Disorders (Excluding Autism)  
 Behavior Disorders (Including Autism)  
 Gifted  
~~Hearing-Impaired~~Deaf and Hard of Hearing  
 Mentally Impaired (Mild/Moderate)  
 Multi-Categorical (BD, MI, SLD)  
~~Developmentally Delayed~~  
Preschool Special Needs  
 Severely/Profoundly Impaired (Severely and  
 Profoundly Handicapped)  
 Specific Learning Disabilities  
~~Vision~~Visually Impaired

~~K-12~~Adult  
~~K-12~~Adult, 5-12Adult  
~~K-12~~Adult, 5-12Adult  
~~K-6, 5-12~~Adult  
~~PreK-Adult~~  
~~5-12~~Adult, K-12Adult  
~~5-12~~Adult, K-12Adult  
~~PreK-4~~  
~~PreK-4~~K  
~~Not Specified~~ PreK-Adult  
  
~~K-12~~Adult, 5-12Adult  
~~Not Specified~~ PreK-Adult

**Grade Level Options for Student Support Specializations**

Athletic Trainer  
 Counselor<sup>1,2</sup>  
 Education Audiologist<sup>1</sup>  
 School Nurse  
 School Psychologist<sup>1,4</sup>  
 Social Services and Attendance  
 Speech Language Pathologist<sup>1,2</sup>  
 Speech Assistant

~~Not Specified~~ PreK-Adult  
~~Not Specified~~ PreK-Adult  
~~Not Specified~~ PreK-Adult  
~~Not Specified~~ PreK-Adult  
~~Not Specified~~ PreK-Adult  
~~Not Specified~~ PreK-Adult  
~~Not Specified~~ PreK-Adult  
~~Not Specified~~ PreK-Adult

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<sup>3</sup>Graduate Level Certification Program Required.

<sup>44</sup>Master's Degree Required

**Grade Level Options for Administrative Specializations**

General Supervision<sup>44</sup>

Principal<sup>44</sup>

Superintendent<sup>44</sup>

Not Specified PreK-Adult

Not Specified PreK-Adult

Not Specified PreK-Adult

<sup>45</sup> Master'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**

Paraprofessionals<sup>5</sup>

PreK-Adult

<sup>5</sup>Associate 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**

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**EXPLANATION OF SYMBOLS DOCUMENTATION OF FOOTNOTES ON THE FOLLOWING TABLES**

- \* Indicates that the **National Standards** are used in the NCATE folio process.
- <sup>1</sup> The **test validity period** ~~for a test and a passing score~~ is ten years from the date on which the candidate passed the examination. In those circumstances where the West Virginia Board of Education has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period. See sections 9.5 in Policy 5100 for a more detailed explanation of testing requirements, particularly as they apply to experienced educators.
- <sup>2</sup> The **Pre-Professional Skills Test (PPST)** [called Praxis I] may be waived provided the candidate:  
a) holds a ~~terminal~~ 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.
- <sup>3</sup> A candidate completing a West Virginia approved program for the initial teaching license ~~shall~~ is required to pass a West Virginia Board of Education adopted Principles of Learning and Teaching Praxis II Test that includes at least a portion of the grade levels indicated on the anticipated license.
- <sup>4</sup> 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 - Special Education: Knowledge-Based Core Principles Test since it is assumed this content was included in the NES special education content test.
- <sup>5</sup> For general science in grades 5-12, 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, a passing test score for the biology specialization for the Biology test requirement or a ~~A passing score for the chemistry or physics specializations may be substituted for the Physical Science test requirement.~~

This recommended version reflects that Columns 1 and 3 switched places. Also, the format has been changed from landscape to portrait.

**GENERAL AND VOCATIONAL SPECIALIZATIONS**

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>AGRICULTURE</b>					
<i>National Standards</i> <u>None</u>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>Praxis Test Topics</i> • Soil Science • Plant Science • Animal Science • Agriculture Economics • Agriculture Mechanics • Leadership and Supervised Occupational Experience	<del>OR</del> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		<del>321</del> <del>318</del>		<del>319</del> <del>316</del> <del>317</del>
<u>Instructional Goals and Objectives</u> <u>WV Content Standards</u> • Forestry	<i>Praxis II Content Test</i> 0700 Agriculture  <i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)				430  152 154 144
<b>AMERICAN SIGN LANGUAGE</b>					
<i>National Standards</i> <u>American Sign Language</u> <u>Teacher Association</u>	<i>PPST</i> <sup>2</sup> <u>0710 Reading</u> <u>0720 Writing</u> <u>0730 Math</u>		<u>174</u> <u>172</u>		<u>172</u> <u>171</u> <u>172</u>
	<i>Praxis II Content Test</i> <u>No Test Required</u>  <i>Praxis Test</i> <sup>3</sup> <u>0522 Principles of Learning &amp; Teaching (K-6)</u> OR <u>0523 Principles of Learning &amp; Teaching (5-9)</u> OR <u>0524 Principles of Learning &amp; Teaching (7-12)</u>				  <u>165</u> <u>154</u> <u>144</u>

Standards Required	Required Tests <sup>1</sup>	Required Score				
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998	
<b>ART</b>						
<p><i>National Standards</i> Standards for Art Teacher Preparation</p> <p><u>Instructional Goals and Objectives</u> <u>WV Content Standards</u></p> <ul style="list-style-type: none"> <li>• Reflecting upon and assessing characteristics and merits of their work and work of others</li> <li>• Making connections between visual arts and other disciplines</li> </ul>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> 0133 Art: Content Knowledge</p> <p><i>Praxis Test</i><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) <u>(PreK-Adult programs only)</u></p> <p>OR 0523 Principles of Learning &amp; Teaching (5-9) <u>(5-12 programs only)</u></p> <p>OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172	
			321 318		319 316 317	
				160	146	
				165	152	
			159		154	
				156	144	
	<b>BIOLOGY</b>					
	<p><i>National Standards</i> National Science Teachers Association* (NSTA)</p> <p><u>Instructional Goals and Objectives</u> <u>WV Content Standards</u></p> <ul style="list-style-type: none"> <li>• Nature of Science</li> <li>• Scientific Attitudes/ Habits of Mind</li> <li>• Scientific Processes/ Thinking Skills</li> <li>• Laboratory Investigation/ Hands-on Learning</li> <li>• Science Themes and Subject Matter</li> <li>• Science History</li> <li>• Science Technology and Society</li> </ul>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> 0235 Biology: Content Knowledge</p> <p><i>Praxis Test</i><sup>3</sup> 0523 Principles of Learning &amp; Teaching (5-9) <u>(5-12 programs only)</u></p> <p>OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172
				321 318		319 316 317
						152
			159		154	
				156	144	

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Standards Required	Required Tests <sup>1</sup>	Required Score			
<b>BUSINESS EDUCATION</b>		<u>July 1, 2003</u>	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<p><i>National Standards</i> National Standards for Business Education</p> <p><u>Instructional Goals and Objectives</u> <u>WV Content Standards</u></p> <ul style="list-style-type: none"> <li>• Keyboarding Applications</li> <li>• Word Processing</li> <li>• Business Computer Applications</li> <li>• Machine Transcription</li> </ul>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> 0100 Business Education</p> <p><i>Praxis Test</i><sup>3</sup></p>		174 172		172 171 172
	<p>0522 Principles of Learning &amp; Teaching (K-6) OR 0523 Principles of Learning &amp; Teaching (5-9) <u>(5-12 programs only)</u> OR 0524 Principles of Learning &amp; Teaching (7-12)</p>	N/A	159	165	152 154 144
<p><b>CHEMISTRY</b></p> <p><i>National Standards</i> National Science Teachers Association* (NASTA)</p> <p><u>Instructional Goals and Objectives</u> <u>WV Content Standards</u></p> <ul style="list-style-type: none"> <li>• Nature of Science</li> <li>• Scientific Attitudes/Habits of Mind</li> <li>• Scientific Processes/Thinking Skills</li> <li>• Laboratory Investigation/Hands-on Learning</li> <li>• Science Themes and Subject Matter</li> <li>• Science History</li> <li>• Science Technology and Society</li> </ul>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> 0245 Chemistry Content Knowledge</p> <p><i>Praxis Test</i><sup>3</sup> 0523 Principles of Learning &amp; Teaching (5-9) <u>(5-12 programs only)</u> OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172	157	172 171 172 319 316 317 150 154 144

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Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>COMPUTER SCIENCE EDUCATION</b>					
National Standards International Society for Technology in Education (ISTE)*	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  Praxis II Content Test No Test Required		174 172		172 171 172
	Praxis Test <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching(7-12)				165 154 144
<b>DANCE</b>					
National Standards National Dance Association  <u>WV Content Standards</u>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  Praxis II Content Test No Test Required		174 172		172 171 172
	Praxis Test <sup>3</sup> <u>0522 Principles of Learning &amp; Teaching (K-6)</u> <u>(PreK-Adult programs only)</u> OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)				<u>165</u> 154 144

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>DRIVER EDUCATION</b>					
<i>National Standards</i> None  <i>Praxis Test Topics</i> (page 101) <ul style="list-style-type: none"> <li>• Safe Motor Vehicle Operation and Procedures</li> <li>• Motor Vehicle Laws and Regulations</li> <li>• Automobile Operation and Maintenance</li> <li>• Instruction, Methodology and Evaluation</li> <li>• Driver Responsibilities and Special Knowledge</li> </ul>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  <i>Praxis II Content Test</i> 0867 Safety Education  <i>Praxis Test</i> <sup>3</sup> 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172  <del>321</del> <del>318</del>  159	172 171 172  <del>319</del> <del>316</del> <del>317</del>  141  154	144
<b>EARLY CHILDHOOD EDUCATION (K-4)</b>					
<i>National Standards</i> Association for Childhood Education International  <u>Instructional Goals and Objectives</u> <u>WV Content Standards</u> (Grades K-4) <ul style="list-style-type: none"> <li>• English, Language Arts</li> <li>• Social Studies</li> <li>• Science</li> <li>• Mathematics</li> <li>• Arts</li> <li>• Health/Physical Education</li> </ul>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  <i>Praxis II Content Test</i> 0020 Early Childhood Education  <i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6)		174 172  <del>321</del> <del>318</del>	172 171 172  <del>319</del> <del>316</del> <del>317</del>  530	152

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Standards Required	Required Tests <sup>1</sup>	Required Score				
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998	
<b>EARLY EDUCATION (Pre-K/3/4/5/6)</b>						
<i>National Standards</i> National Association for the Education of Young Children* (NAYC)	<i>PPST<sup>2</sup></i> 0710 Reading 0720 Writing 0730 Math OR <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174		172	
			172		171	
					172	
				321		319
				318		316
						317
	<i>Praxis II Content Test</i> 0530 Pre-Kindergarten Education				590	
	<i>Praxis Test<sup>3</sup></i> 0522 Principles of Learning & Teaching (K-6)			165	152	
<b>ELEMENTARY EDUCATION (K-6)</b>						
<i>National Standards</i> Association for Childhood Education International OR NCATE Elementary Performance Standards K-6  <i>Instructional Goals                      and Objectives</i> (Grades K-6) <i>WV Content Standards</i> • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical • Education • WV Studies	<i>PPST<sup>2</sup></i> 0710 Reading 0720 Writing 0730 Math OR <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174		172	
			172		171	
					172	
				321		319
				318		316
						317
	<i>Praxis II Content Test</i> 0011 Elementary Education: Curriculum, Instruction & Assessment			155	148	
	<i>Praxis Test<sup>3</sup></i> 0522 Principles of Learning & Teaching (K-6)			165	152	
	OR 0523 Principles of Learning & Teaching (5-9)	N/A	159		154	

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Standards Required	Required Tests <sup>1</sup>	Required Score					
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998		
<b>ENGLISH (Grades 5-12)</b>							
<p><i>National Standards</i> National Council for Teachers of English* (NCTE)</p> <p><i>Praxis Test Topics</i></p> <ul style="list-style-type: none"> <li>Literature/Literacy Forms/Devices</li> <li>Language/ Linguistics</li> <li>Composition/ Rhetoric</li> </ul> <p><u>Instructional Goals and Objectives</u></p> <p><i>WV Content Standards Including Authors</i></p> <ul style="list-style-type: none"> <li>Technology</li> <li>Work Based Learning</li> </ul>	<p><i>PPST<sup>2</sup></i></p> <p>0710 Reading 0720 Writing 0730 Math</p> <p><b>OR</b></p> <p><del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i></p> <p>0041 English Language, Literature &amp; Composition: Content Knowledge</p> <p><i>Praxis Test<sup>3</sup></i></p> <p>0522 Principles of Learning &amp; Teaching (K-6) OR 0523 Principles of Learning &amp; Teaching (5-9) OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172		
		321 318		319 316 317			
				155	151		
		N/A		165	152		
			159		154		
				156	144		
		<b>ENGLISH (Grades 5-9)</b>					
		<p><i>National Standards</i> National Council for Teachers of English* (NCTE)</p> <p><u>WV Content Standards including WV Authors</u></p>	<p><i>PPST<sup>2</sup></i></p> <p>0710 Reading 0720 Writing 0730 Math</p> <p><b>OR</b></p> <p><del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i></p> <p>0049 Middle School English</p> <p><i>Praxis Test<sup>3</sup></i></p> <p>0522 Principles of Learning &amp; Teaching (K-6) <b>OR</b> 0523 Principles of Learning &amp; Teaching (5-9) <b>OR</b> 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172
				321 318		319 316 317	
						147	
N/A				165	152		
	159				154		
N/A				156	144		

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Standards Required	Required Tests <sup>1</sup>	Required Score				
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998	
<b>ENGLISH AS A SECOND LANGUAGE (PK-K-2) (PK-ADULT)</b>						
<i>National Standards</i> National Board for Professional Teaching Standards	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174 172		172 171 172	
	<i>Praxis II Content Test</i> No Test Required					
	<i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)			165	152	
			159		154	
				156	144	
	<b>FAMILY AND CONSUMER SCIENCE</b>					
	<i>National Standards</i> National Association of State Administrators of Family and Consumer Science  <u>WV Content Standards</u>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174 172		172 171 172
		<i>Praxis II Content Test</i> 0120 Home Economics Education				530
		<i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A		165	152
				159		154
				156	144	

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Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>FRENCH</b>					
<p><i>National Standards</i> American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals and Objectives</u> <i>WV Content Standards</i></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interactive Language Use</li> <li>• Non-interactive Language Comprehension</li> <li>• Non-interactive Lang. Production</li> <li>• Cultural Knowledge and Understanding</li> <li>• Connections                             <ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Interdisciplinary</li> <li>• Global</li> </ul> </li> </ul>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> 0173 French Content Knowledge: (contains listening section)</p> <p><i>Praxis Test</i><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) <u>(PreK-Adult programs only)</u> <b>OR</b> 0523 Principles of Learning &amp; Teaching (5-9) <b>OR</b> 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172	172 171 172	
			321 318	319 316 317	
					131
					152
			159		154
				156	144
<b>GENERAL MATH THROUGH ALGEBRA I and MATHEMATICS (5-9)</b>					
<p><i>National Standards</i> National Council of Teachers of Mathematics* (NCTM)</p> <p><u>WV Content Standards</u></p>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> 0069 Middle School Mathematics</p> <p><i>Praxis Test</i><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) <b>OR</b> 0523 Principles of Learning &amp; Teaching (5-9) <b>OR</b> 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172	172 171 172	
			321 318	319 316 317	
					148
					152
			159		154
				156	144

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Standards Required	Required Tests <sup>1</sup>	Required Score						
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998			
<b>GENERAL SCIENCE (GRADES 5-12)</b>								
<p><i>National Standards</i> National Science Teachers Association* (NSTA)</p> <p><u>Instructional Goals and Objectives</u></p> <p><u>WV Content Standards</u></p> <ul style="list-style-type: none"> <li>• Nature of Science</li> <li>• Scientific Attitudes/Habits of Mind</li> <li>• Scientific Processes/Thinking Skills</li> <li>• Laboratory Investigation/Hands-on Learning</li> <li>• Science Themes and Subject Matter</li> <li>• Science History</li> <li>• Science Technology and Society</li> </ul>	<p><i>PPST</i><sup>2</sup></p> <p>0710 Reading 0720 Writing 0730 Math</p> <p><b>OR</b></p> <p><del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Tests</i></p> <p>0231 Biology: Content Knowledge, Part 1<sup>5</sup> 0481 Physical Science: Content Knowledge<sup>5</sup> 0432 General Science: Content Knowledge, Part 2</p> <p><i>Praxis Test</i><sup>3</sup></p> <p>0522 Principles of Learning &amp; Teaching (K-6) OR 0523 Principles of Learning &amp; Teaching (5-9) OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172			
				321 318		319 316 317		
					148	140 142 149	135 133 142	
				<u>N/A</u>		165	152	
					159		154	
						156	144	
		<b>GENERAL SCIENCE (GRADES 5-9)</b>						
		<p><i>National Standards</i> National Science Teachers Association* (NSTA)</p> <p><u>Instructional Goals and Objectives</u></p> <p><u>WV Content Standards</u></p> <ul style="list-style-type: none"> <li>• Nature of Science</li> <li>• Scientific Attitudes/Habits of Mind</li> <li>• Scientific Processes/Thinking Skills</li> <li>• Laboratory Investigation/Hands-on Learning</li> <li>• Science Themes and Subject Matter</li> <li>• Science History</li> <li>• Science Technology and Society</li> </ul>	<p><i>PPST</i><sup>2</sup></p> <p>0710 Reading 0720 Writing 0730 Math</p> <p><b>OR</b></p> <p><del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i></p> <p>0439 Middle Childhood Science</p> <p><i>Praxis Test</i><sup>3</sup></p> <p>0522 Principles of Learning &amp; Teaching (K-6) OR 0523 Principles of Learning &amp; Teaching (5-9) OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172	
						321 318		319 316 317
							151	
				<u>N/A</u>		165	152	
					159		154	
				<u>N/A</u>		156	144	

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>GERMAN</b>					
<p><i>National Standards</i> American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals and Objectives</u> <u>WV Content Standards</u> (see objectives for appropriate levels, K-12, 5-12 or 5-9)</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interactive Language Use</li> <li>• Non-interactive Language Comprehension</li> <li>• Non-interactive Language Production</li> <li>• Cultural Knowledge and Understanding</li> <li>• Connections                             <ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Interdisciplinary</li> <li>• Global</li> </ul> </li> </ul>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> 0181 German: Content Knowledge (contains listening section)</p> <p><i>Praxis Test</i><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) <u>(PreK-Adult programs only)</u> OR 0523 Principles of Learning &amp; Teaching (5-9) OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172
			321 318		319 316 317
					132
				165	152
			159		154
				156	144
<b>HEALTH</b>					
<p><i>National Standards</i> American Alliance for Health, Phys. Ed. Recreation and Dance* (AAH PERD)</p> <p><u>Instructional Goals and Objectives</u> <u>WV Content Standards</u></p> <ul style="list-style-type: none"> <li>• Skills Development</li> <li>• Injury Prevention</li> <li>• Personal Health and Wellness</li> <li>• Relationships</li> <li>• Tobacco, Alcohol and other Drugs</li> <li>• Nutrition and Physical Activity</li> </ul>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> 0550 Health Education</p> <p><i>Praxis Test</i><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) <u>(PreK-Adult programs only)</u> OR 0523 Principles of Learning &amp; Teaching (5-9) OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172
			321 318		319 316 317
				640	620
					165
			159		154
				156	144

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Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>JAPANESE</b>					
<p><i>National Standards</i> American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals and Objectives</u> <i>WV Content Standards</i> (see objectives for appropriate levels, K-12, 5-12, 9-12 or 5-9)</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interactive Language Use</li> <li>• Non-interactive Language Comprehension</li> <li>• Non-interactive Language Production</li> <li>• Cultural Knowledge and Understanding</li> <li>• Connections                             <ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Interdisciplinary</li> <li>- Global</li> </ul> </li> </ul>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> No Test Required</p> <p><u>Praxis Test</u><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) <u>(PreK-Adult programs only)</u> OR 0523 Principles of Learning &amp; Teaching (5-9) OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172
			321 318		319 316 317
				165	152
			159		154
				156	144
<b>JOURNALISM</b>					
<p>None</p> <p><u>WV Content Standards</u></p>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> No Test Required</p> <p><u>Praxis Test</u><sup>3</sup> 0523 Principles of Learning &amp; Teaching (5-9) OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172
			321 318		319 316 317
				159	154
				156	144



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Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>MATHEMATICS (COMPREHENSIVE) 5-12</b>					
<i>National Standards</i> National Council of Teachers of Mathematics* (NCTM)  <i>WV Content Standards</i>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math OR <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  <i>Praxis II Content Test</i> 0061 Mathematics: Content Knowledge (calculator required) *0060 To Be Validated		174 172		172 171 172
			321 318		319 316 317
	<i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A		165	152
			159		154
				156	144
<b>MUSIC</b>					
<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	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math OR <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  <i>Praxis II Content Test</i> 0113 Music Content Knowledge (contains listening section)  <i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172		172 171 172
			321 318		319 316 317
				155	143
			159		154
				156	144

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>ORAL COMMUNICATIONS</b>					
<i>National Standards</i> None	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<u><i>WV Content Standards</i></u>	<del>OR</del> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		321 318		319 316 317
<i>Praxis Test Topics</i> • Interpersonal Communication • Small Group • Communication • Public Speaking • Media and their Difference • Play Production • Oral Interpretation • Forensics • Assessment and Evaluation	<i>Praxis II Content Test</i> 0220 Speech Communication  <i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A		165 159 156	152 154 144 600
<b>PHYSICAL EDUCATION</b>					
<i>National Standards</i> American Alliance for Health, Phys. Ed., Recreation and Dance* (AAHPERD)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <del>OR</del> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174 172		172 171 172
<u><i>Instructional Goals and Objectives</i></u> <u><i>WV Content Standards</i></u> • Safety • Lifetime Wellness • Physical Activity • Social Skill Development • Movement/Rhythmic Development • Motor Skill Development	<i>Praxis II Content Test</i> 0091 Physical Education: Content Knowledge  <i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) <u>(PreK-Adult programs only)</u> OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		321 318  159	165 156	319 316 317 150 152 154 144

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>PHYSICS</b>					
<i>National Standards</i> National Science Teachers Association* (NSTA)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174 172		172 171 172
<u>Instructional Goals and Objectives</u> <u>WV Content Standards</u> Nature of Science	<i>Praxis II Content Test</i> 0265 Physics: Content Knowledge		321 318		319 316 317
<ul style="list-style-type: none"> <li>Scientific Attitudes/Habits of Mind</li> <li>Scientific Processes/Thinking Skills</li> <li>Laboratory Investigation/Hands-on Learning</li> <li>Science Themes and Subject Matter</li> <li>Science History</li> <li>Science Technology and Society</li> </ul>	<i>Praxis Test</i> <sup>3</sup> 0523 Principles of Learning & Teaching (5-9) (5-12 programs only) <b>OR</b> 0524 Principles of Learning & Teaching (7-12)		159	156	126 154 144
<b>PRESCHOOL EDUCATION (BIRTH-PreK)</b>					
<i>National Standards</i> National Association for the Education of Young Children* (NAEYC)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  <i>Praxis II Content Test</i> No Test Required		174 172		172 171 172
			321 318		319 316 317

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>PROFESSIONAL DEVELOPMENT MIDDLE CHILDHOOD EDUCATION MCE</b>					
<i>National Standards</i> <u>None</u>  <i>Praxis Test Topics</i> <ul style="list-style-type: none"> <li>• Organizing Content Knowledge for Student Learning</li> <li>• Creating an Environment for Student Learning</li> <li>• Teaching for Student Learning</li> <li>• Teacher Professionalism</li> </ul>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  <i>Praxis Test</i> <sup>3</sup> 0523 Principles of Learning & Teaching (5-9)		174 172		172 171 172
<b>READING</b>  <i>National Standards</i> <i>International Reading Association* (IRA)</i>  <i>WV Content Standards</i>	<i>PPST</i> <sup>2</sup> <u>0710 Reading</u> <u>0720 Writing</u> <u>0730 Math</u>  <i>Praxis II Content Test</i> <u>0201 Reading Across the Curriculum or Elementary</u> <u>0202 Reading Across the Curriculum and Elementary and</u> <u>0200 Introduction to the Teaching of Reading</u>  <i>Praxis Test</i> <sup>3</sup> <u>0522 Principles of Learning &amp; Teaching (K-6)</u> <b>OR</b> <u>0523 Principles of Learning &amp; Teaching (5-9)</u> <b>OR</b> <u>0524 Principles of Learning &amp; Teaching (7-12)</u>		<u>174</u> <u>172</u>		<u>172</u> <u>171</u> <u>172</u>
				<u>Cut Scores to</u>	<u>be determined</u>
				165	152
			159		154
				156	144

Standards Required	Required Tests <sup>1</sup>	Required Score				
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998	
<b>READING SPECIALIST</b>						
<b>GRADUATE CERTIFICATION PROGRAM</b>  <i>National Standards International Reading Association* (IRA)</i>  <u>WV Content Standards</u>	<b>PPST<sup>2</sup></b> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174		172	
			172		171	
					172	
				321		319
				318		316
						317
		<u>Praxis II Content Test</u> 0300 Reading Specialist				520
		<u>Praxis Test<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)			165	152
				159		154
					156	144
<b>RUSSIAN</b>  American Council on the Teaching of Foreign Languages  <u>Instructional Goals and Objectives</u> <u>WV Content Standards</u> Levels I-IV <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interactive Lang. Use</li> <li>• Non-interactive Lang. Comprehension</li> <li>• Non-interactive Lang. Production</li> <li>• Cultural Knowledge and Understanding</li> <li>• Connections                             <ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Interdisciplinary</li> <li>• Global</li> </ul> </li> </ul>	<b>PPST<sup>2</sup></b> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174		172	
				172		171
						172
					321	319
					318	316
						317
		<u>Praxis II Content Test</u> No Test Required				
		<u>Praxis Test<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) <u>(PreK-Adult programs only)</u> OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)			165	152
				159		154
					156	144

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>SCHOOL LIBRARY MEDIA</b>					
<p><i>National Standards</i> American Library Association* (ALA)</p> <p><u>WV Content Standards</u></p>	<p><i>PPST</i><sup>2</sup></p> <p>0710 Reading</p> <p>0720 Writing</p> <p>0730 Math</p> <p><b>OR</b></p> <p><del>0711 CTB - Reading</del></p> <p><del>0721 CTB - Writing</del></p> <p><del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i></p> <p>0310 Library Media Specialist</p> <p><i>Praxis Test</i><sup>3</sup></p> <p>0522 Principles of Learning &amp; Teaching (K-6)</p> <p>OR</p> <p>0523 Principles of Learning &amp; Teaching (5-9)</p> <p>OR</p> <p>0524 Principles of Learning &amp; Teaching (7-12)</p>		174		172
		172		171	
				172	
		321		319	
		318		316	
				317	
		570		520	
				165	
		159		154	
				156	
				144	
<b>SOCIAL STUDIES (GRADES 5-12)</b>					
<p><i>National Standards</i> National Council for the Social Studies* (NCSS)</p> <p><u>Instructional Goals &amp; Objectives</u></p> <p><u>WV Content Standards</u> West Virginia Studies (8<sup>th</sup> grade)</p>	<p><i>PPST</i><sup>2</sup></p> <p>0710 Reading</p> <p>0720 Writing</p> <p>0730 Math</p> <p><b>OR</b></p> <p><del>0711 CTB - Reading</del></p> <p><del>0721 CTB - Writing</del></p> <p><del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i></p> <p>0081 Social Studies: Content Knowledge</p> <p><i>Praxis Test</i><sup>3</sup></p> <p>0522 Principles of Learning &amp; Teaching (K-6)</p> <p>OR</p> <p>0523 Principles of Learning &amp; Teaching (5-9)</p> <p>OR</p> <p>0524 Principles of Learning &amp; Teaching (7-12)</p>		174		172
		172		171	
				172	
		321		319	
		318		316	
				317	
				148	
		N/A		165	
		159		154	
				156	
				144	

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Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>SOCIAL STUDIES (GRADES 5-9)</b>					
<p><i>National Standards</i> National Council for the Social Studies* (NCSS)</p> <p><u>Instructional Goals &amp; Objectives</u> <u>WV Content Standards</u> West Virginia Studies (8<sup>th</sup> grade)</p>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> 0089 Middle School Social Studies</p> <p><i>Praxis Test</i><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) OR 0523 Principles of Learning &amp; Teaching (5-9) OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172
			321 318		319 316 317
				151	
			<u>N/A</u>		165
				159	
			<u>N/A</u>		156
					152
					154
					144
<b>SPANISH</b>					
<p><i>National Standards</i> American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals and Objectives</u> <u>WV Content Standards</u></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interactive Lang. Use</li> <li>• Non-interactive Lang. Comprehension</li> <li>• Non-interactive Lang. Production</li> <li>• Cultural Knowledge and Understudy</li> <li>• Connections</li> <li>• Linguistic</li> <li>• Interdisciplinary</li> <li>• Global</li> </ul>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i> 0191 Spanish: Content Knowledge (contains listening section)</p> <p><i>Praxis Test</i><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) (<u>PreK-Adult programs only</u>) OR 0523 Principles of Learning &amp; Teaching (5-9) OR 0524 Principles of Learning &amp; Teaching (7-12)</p>		174 172		172 171 172
			321 318		319 316 317
					143
					165
				159	
					156
					152
					154
					144

Standards Required	Required Tests <sup>1</sup>	Required Score				
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998	
<b>TECHNOLOGY EDUCATION</b>						
<i>National Standards International Technology Education Assoc./Council on Technology Teacher Education (ITEA/CTTE)</i>	<i>PPST<sup>2</sup></i> 0710 Reading 0720 Writing 0730 Math OR 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math		174 172		172 171 172	
	<i>Praxis II Content Test</i> 0050 Technology Education				570	
	<i>Praxis Test<sup>3</sup></i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A		165	152	
			159		154	
				156	144	
	<b>THEATRE</b>					
	<i>National Standards American Alliance for Theatre and Education</i>  <u>WV Content Standards</u>	<i>PPST<sup>2</sup></i> 0710 Reading 0720 Writing 0730 Math OR 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math		174 172		172 171 172
		<i>Praxis II Content Test</i> No Test Required				
		<i>Praxis Test<sup>3</sup></i> <u>0522 Principles of Learning &amp; Teaching (K-6)</u> (PreK-Adult programs only)			165	152
		OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		159		154
				156	144	

Standards Required	Required Tests <sup>1</sup>	Required Score			
<b>WELLNESS (Prek-Adult) Health and Physical Education Comprehensive</b>		<u>July 1, 2003</u>	<u>Sept. 1, 1999</u>	<u>Sept. 1, 1998</u>	<u>Prior to Sept. 1, 1998</u>
	<p><u>PPST<sup>2</sup></u>  <u>0710 Reading</u>  <u>0720 Writing</u>  <u>0730 Math</u></p> <p><u>Praxis II Content Test</u>  <u>0550 Health Education and</u>  <u>0091 Physical Education Content Knowledge</u></p> <p><u>Praxis Test<sup>3</sup></u>  <u>0522 Principles of Learning &amp; Teaching (K-6)</u>  <u>OR</u>  <u>0523 Principles of Learning &amp; Teaching (5-9)</u>  <u>OR</u>  <u>0524 Principles of Learning &amp; Teaching (7-12)</u></p>		<p><u>174</u> <u>172</u></p> <p><u>640</u></p> <p><u>159</u></p>	<p><u>172</u> <u>171</u> <u>172</u></p> <p><u>165</u></p> <p><u>156</u></p>	<p><u>172</u> <u>171</u> <u>172</u></p> <p><u>620</u> <u>150</u></p> <p><u>152</u> <u>154</u> <u>144</u></p>

**STUDENT SUPPORT SERVICES SPECIALIZATIONS**

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>ATHLETIC TRAINER</b>					
National Standards National Association of Athletic Trainers (NATA)	PPST <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174 172		172 171 172
	<u>Praxis II Content Test</u> 0097 Athletic Trainer OR Current Membership in National Athletic Trainers Association				158
<b>EDUCATION AUDIOLOGIST</b>					
National Standards American Speech/Lang. Hearing Association (ASHA)	PPST <sup>2</sup> <del>0710 Reading</del> <del>0720 Writing</del> <del>0730 Math</del>  or <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		<del>174</del> <del>172</del>		<del>172</del> <del>171</del> <del>172</del>
	<u>Praxis II Content Test</u> 0340 Audiology		600		<u>540</u>
<b>SCHOOL COUNSELOR</b>					
National Standards American Association of School Counselors	PPST <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174 172		172 171 172
	<u>Praxis II Content Test</u> 0420 School Guidance and Counseling (contains listening section)			580	560

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>SCHOOL NURSE</b>					
State Standards RN Licensure	PPST <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  Praxis II Content Test No Test Required		174 172		172 171 172
			321 318		319 316 317
<b>SCHOOL PSYCHOLOGIST</b>					
National Standards National Assoc. of School Psychologists* (NASP)	PPST <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  Praxis II Content Test 0400 School Psychologist		174 172		172 171 172
			321 318		319 316 317
			550		540
<b>SOCIAL SERVICES/ ATTENDANCE</b>					
State Standards School Social Services and Attendance	PPST <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  Praxis II Content Test No Test Required		174 172		172 171 172
			321 318		319 316 317

ADMINISTRATIVE SPECIALIZATIONS

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>SPEECH ASSISTANT</b>					
<i>State Standards</i> Adopted from ASHA Including <ul style="list-style-type: none"> <li>• Interpersonal Skills</li> <li>• Personal Qualities</li> <li>• Technical-Assistant Skills</li> <li>• Screening</li> <li>• Intervention</li> </ul>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  <i>Praxis II Content Test</i> No Test Required		174  172   321 318		172 171 172  319 316 317
<b>SPEECH LANGUAGE PATHOLOGIST</b>					
<i>National Standards</i> American Speech/ Language Hearing Association (ASHA)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  <i>Praxis II Content Test</i> 0330 Speech Language Pathology		174 172  321 318  600		172 171 172  319 316 317  510
<b>EDUCATIONAL LEADER (PRINCIPAL, SUPERVISOR OF INSTRUCTION, VOCATIONAL ADMINISTRATOR AND SUPERINTENDENT)</b>					
<i>National Standards</i> Education Leadership Constituent Council* (ELCC)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math <b>OR</b> <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>  <i>Praxis II Content Test</i> 0410 Educational Leadership: Administration and Supervision		174 172  321 318		172 171 172  319 316 317  570 520

**SPECIAL EDUCATION SPECIALIZATIONS**

Standards Required	Required Tests <sup>1</sup>	Required Score			
<b>BEHAVIOR DISORDERS</b>		<u>July 1, 2003</u>	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<p><i>National Standards Council for Exceptional Children* (CEC)</i></p>	<p><i>PPST<sup>2</sup></i>                      0710 Reading                      0720 Writing                      0730 Math;  <b>OR</b>  <del>0711 CTB - Reading</del>  <del>0721 CTB - Writing</del>  <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Tests</i>                      0371 Teaching Students with Behavioral Disorders/                      Emotional Disturbances                      AND                      0351 Special Education Knowledge Based Core Principles<sup>4</sup>  <u>0353 Education of Exceptional Students: Core Content Knowledge<sup>4</sup></u></p> <p><i>Praxis Test<sup>3</sup></i>                      0522 Principles of Learning &amp; Teaching (K-6)  <u>(K-Adult programs only)</u>                      OR                      0523 Principles of Learning &amp; Teaching (5-9)                      OR                      0524 Principles of Learning &amp; Teaching (7-12)</p>	<p></p> <p></p> <p><u>N/A</u></p> <p><u>146</u></p> <p></p> <p></p>	<p>174 172</p> <p><del>321</del> <del>318</del></p> <p></p> <p>159</p>	<p></p> <p></p> <p>156</p> <p>136</p> <p></p> <p>165</p> <p>156</p>	<p>172 171 172</p> <p><del>319</del> <del>316</del> <del>317</del></p> <p>136</p> <p>119</p> <p></p> <p>152</p> <p>154</p> <p>144</p>
<p><b>GIFTED</b></p> <p><i>National Standards Council for Exceptional Children* (CEC)</i></p>	<p><i>PPST<sup>2</sup></i>                      0710 Reading                      0720 Writing                      0730 Math  <b>OR</b>  <del>0711 CTB - Reading</del>  <del>0721 CTB - Writing</del>  <del>0731 CTB - Math</del></p> <p><i>Praxis II Content Test</i>                      0357 Gifted</p> <p><i>Praxis Test<sup>3</sup></i>                      0522 Principles of Learning &amp; Teaching (K-6)  <u>(K-6 programs only)</u>                      OR                      0523 Principles of Learning &amp; Teaching (5-9)                      OR                      0524 Principles of Learning &amp; Teaching (7-12)</p>	<p></p> <p></p> <p></p> <p></p> <p></p>	<p>174 172</p> <p><del>321</del> <del>318</del></p> <p></p> <p>159</p>	<p></p> <p></p> <p></p> <p>165</p> <p>156</p>	<p>172 171 172</p> <p><del>319</del> <del>316</del> <del>317</del></p> <p>161</p> <p>152</p> <p>154</p> <p>144</p>

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>HEARING IMPAIRED DEAF AND HARD OF HEARING</b>					
National Standards Council for Exceptional Children* (CEC)	PPST <sup>2</sup>				
	0710 Reading		174		172
	0720 Writing		172		171
	0730 Math				172
	<b>OR</b>				
	<del>0711 CTB - Reading</del>		<del>321</del>		<del>319</del>
	<del>0721 CTB - Writing</del>		<del>318</del>		<del>316</del>
	<del>0731 CTB - Math</del>				<del>317</del>
	Praxis II Content Test No Test Required				
	Praxis Test <sup>3</sup>				
0522 Principles of Learning & Teaching (K-6) OR			165	152	
0523 Principles of Learning & Teaching (5-9) OR		159		154	
0524 Principles of Learning & Teaching (7-12)			156	144	
<b>MENTALLY IMPAIRED (MILD/MODERATE)</b>					
National Standards Council for Exceptional Children* (CEC)	PPST <sup>2</sup>				
	0710 Reading		174		172
	0720 Writing		172		171
	0730 Math				172
	<b>OR</b>				
	<del>0711 CTB - Reading</del>		<del>321</del>		<del>319</del>
	<del>0721 CTB - Writing</del>		<del>318</del>		<del>316</del>
	<del>0731 CTB - Math</del>				<del>317</del>
	Praxis II Content Tests				
	0351 Special Education: Knowledge-Based Core Principles <sup>4</sup>	N/A		136	119
<u>0353 Education of Exceptional Students: Core Content Knowledge<sup>4</sup></u>	146				
Praxis Test <sup>3</sup>					
0522 Principles of Learning & Teaching (K-6) (K-Adult programs only) OR			165	152	
0523 Principles of Learning & Teaching (5-9) OR		159		154	
0524 Principles of Learning & Teaching (7-12)			156	144	

Standards Required	Required Tests <sup>1</sup>	Required Score				
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998	
<b>MULTI-CATEGORICAL SPECIAL EDUCATION</b>						
<i>National Standards Council for Exceptional Children* (CEC)</i>	<i>PPST<sup>2</sup></i> 0710 Reading 0720 Writing 0730 Math OR <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174		172	
			172		171	
					172	
				321		319
				318		316
						317
	<i>Praxis II Content Tests</i> 0371 Teaching Students with Behavioral Disorders/ Emotional Disturbances, and <del>0321 Teaching Students with Mental Retardation, and</del> 0381 Teaching Students with Learning Disabilities, and 0351 Special Education Knowledge Based Core Principles <sup>4</sup>	N/A		156		136
				143		124
			N/A		144	124
			N/A		136	119
	<u>0542 Education of Exceptional Students: Mild to Moderate, and</u> <u>0353 Education of Exceptional Students: Core Content Knowledge<sup>4</sup></u>	153				
	<i>Praxis Test<sup>3</sup></i> 0522 Principles of Learning & Teaching (K-6) (K-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9), OR 0524 Principles of Learning & Teaching (7-12)				165	152
				159		154
					156	144
	<b>DEVELOPMENTALLY DELAYED PRE-SCHOOL SPECIAL NEEDS (PreK-K)</b>					
<i>National Standards Council for Exceptional Children* (CEC)</i>	<i>PPST<sup>2</sup></i> 0710 Reading 0720 Writing 0730 Math OR <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174		172	
			172		171	
			172		172	
				321		319
				318		316
						317
	<i>Praxis II Content Test</i> 0690 Preschool/ Early Childhood				550	510
	<i>Praxis Test<sup>3</sup></i> 0522 Principles of Learning & Teaching (K-6)				165	152

Standards Required	Required Tests <sup>1</sup>	Required Score				
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998	
<b>SEVERE/PROFOUNDLY HANDICAPPED</b>						
<i>National Standards</i> Council for Exceptional Children* (CEC) for MR/Developmental Disabilities as Applied to Students With Severe and Profound Disabilities	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math OR <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174 172		172 171 172	
	Praxis II Content Test No Test Required <u>0544 Education of Exceptional Students: Severe to Profound Disabilities</u>	N/A Cut Score	to be	dete rmi ned		
	<u>0353 Education of Exceptional Students: Core Content Knowledge<sup>4</sup></u>	146				
	<i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)			165 159 156	152 154 144	
	<b>SPECIFIC LEARNING DISABILITIES</b>					
	<i>National Standards</i> Council for Exceptional Children* (CEC)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math OR <del>0711 CTB - Reading</del> <del>0721 CTB - Writing</del> <del>0731 CTB - Math</del>		174 172		172 171 172
		Praxis II Content Tests 0381 Teaching Students with Learning Disabilities and <del>0371</del> Knowledge-Based Core Principles <sup>4</sup> <u>0382 Education of Exceptional Students: Learning Disabilities, and</u> <u>0353 Education of Exceptional Students: Core Content Knowledge<sup>4</sup></u>	N/A N/A 133 146		144 136	124 119
		<i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) (K-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)			165 159 156	152 154 144

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>VISUALLY IMPAIRED</b>					
National Standards Council for Exceptional Children* (CEC)	PPST <sup>2</sup>				
	0710 Reading		174		172
	0720 Writing		172		171
	0730 Math				172
	<b>OR</b>				
	<del>0711 CTB - Reading</del>		<del>321</del>		<del>319</del>
	<del>0721 CTB - Writing</del>		<del>318</del>		<del>316</del>
	<del>0731 CTB - Math</del>				<del>317</del>
	Praxis II Content Test				
	No Test Required	N/A			
	<u>0280 Teaching Students with Visual Impairments</u>	<u>660</u>			
	Praxis Test <sup>3</sup>				
0522 Principles of Learning & Teaching (K-6)			165	152	
OR					
0523 Principles of Learning & Teaching (5-9)		159		154	
OR					
0524 Principles of Learning & Teaching (7-12)			156	144	



**FISCAL NOTE WORKSHEET**  
(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Policy 5100: Approval of Educational Personnel 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):

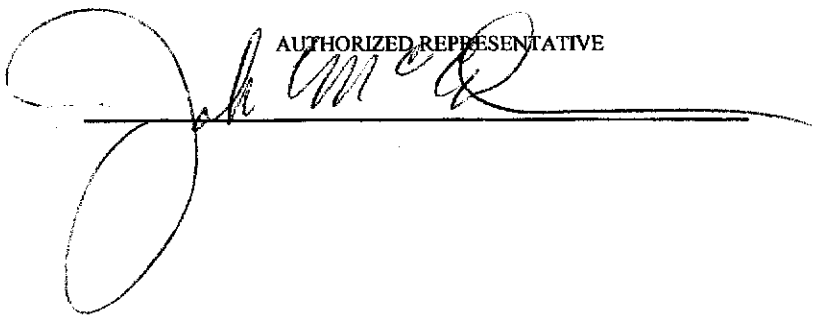
DATE

3-03-03

AGENCY

Education

AUTHORIZED REPRESENTATIVE





**RESPONSE FORM**

Policy 5100-Approval of Educational Personnel Programs

Directions: Please use this form to comment on proposed amendments to Policy 5100

Individual/Organization:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**§126-114-1 General**

**§126-114-3 Purpose**

**§126-114-4 Authority of the WVBE**

**§126-114-5 Definitions**

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

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**§126-114-7 Professional Educator Preparation Program Requirements: Student Support and Administration**

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**§126-114-8 Additional Program Requirements**

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**§126-114-9 Authorization and Accreditation Requirements**

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§126-114-10 Educator Preparation Program Approval Process

§126-114-11 Educator Preparation Program Review Board

§126-114-12 Annual Reports

§126-114-14 Educator Preparation Program Approval Waiver

§126-114-15 Technical Assistance

§126-114-16 Federal Monitoring

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§126-114-17 Severability

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§126-114 Appendix A-1

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§126-114 Appendix A-2

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§126-114 Appendix A-3

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§126-114 Appendix A-4

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§126-114 Appendix A-5

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§126-114 Appendix B

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§126-114 Appendix C

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§126-114 Appendix D

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§126-114 Appendix E

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General Comments

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**RETURN COMMENTS BY APRIL 15, 2003 TO:**

Serena L. Starcher  
Coordinator

West Virginia Department of Education  
Building 6, Room 252  
1900 Kanawha Boulevard, East  
Charleston, WV 25305-0330  
or e-mail responses to  
slstarch@access.k12.wv.us

**NOTE: Please type all responses mailed to the above address.**