

WEST VIRGINIA  
SECRETARY OF STATE

JOE MANCHIN, III

ADMINISTRATIVE LAW DIVISION

Form #5

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, and W. Va. Code §18-2-5.

RULE TYPE: PROCEDURAL \_\_\_\_\_ INTERPRETIVE \_\_\_\_\_

EXEMPT LEGISLATIVE RULE  X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W. Va. Code §§ 29A-3B-1, et seq.; W. Va. Board of Education  
v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES  X  NO \_\_\_\_\_

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 114

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

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: \_\_\_\_\_

TITLE OF RULE BEING PROPOSED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS June 18, 2003.



David Stewart  
State Superintendent of Schools

## EXECUTIVE SUMMARY

### APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION PROGRAMS

#### POLICY 5100

#### BACKGROUND:

Educators in West Virginia have worked the past three years to develop new standards for teacher preparation in the state of West Virginia. The West Virginia Impact Project supported the development of Professional Preparation Standards in the following areas: Conceptual Foundations for Teaching and Learning, Professional Teachers, and School Leadership and Support Services. The revised policy has been discussed with the West Virginia Commission for Professional Teaching Standards, the Teacher Education Advisory Council, and the Educational Personnel Preparation Advisory Committee of each institution of higher education.

Revisions to Policy 5100 were made in the following areas:

- addition of a member of the West Virginia Commission for Professional Teaching Standards to the Program Review Board;
- provision to modify endorsements to include both PreK and Adult levels;
- provision for individuals completing a PreK-Adult program to complete field-based and/or clinical experiences at a minimum of three programmatic levels;
- issuance of an educator preparation program approval waiver for new programs based on critical teacher shortage areas;
- composition of the state team appointed to review non-NCATE institutions of higher education;
- inclusion of West Virginia's Conceptual Foundation for Teaching and Learning, Professional Teaching Standards, Professional Standards for Student Support Services, Standards for School Leaders, and Conceptual Framework;
- modification of test requirements for the Principles of Learning and Teaching, Behavior Disorders, Mentally Impaired, Multi-Categorical, Severe/Profoundly Handicapped, Specific Learning Disabilities, and Visually Impaired

#### PURPOSE:

The West Virginia Board of Education recognizes the need for institutions of higher education to prepare highly qualified teachers who can deliver an appropriate and effective educational program to the state's public school students.

#### IMPACT:

Revisions to Policy 5100 reflect efforts to maintain the rigor of educational preparation programs leading to West Virginia licensure while assuring the reasonable application of teacher certification requirements.

**TITLE 126  
LEGISLATIVE RULES  
BOARD OF EDUCATION**

**SERIES 114**

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

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TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

2003 MAY 19 P 3: 30

OFFICE WEST VIRGINIA  
SECRETARY OF STATE

SERIES 114

APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION PROGRAMS (5100)

**§126-114-1. General.**

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

1.2. Authority. - W.Va. Constitution, Article XII, §2 and W.Va. Code §18-2-5.

1.3. Filing Date. - May 19, 2003.

1.4. Effective Date. - June 18, 2003.

1.5. Repeal of former rule.- This legislative rule amends W.Va .§126CSR114, West Virginia Board of Education Policy 5100 - Approval of Educational Personnel Preparation Programs and repeals W.Va. §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 WVBE adopted instruments. Program approval criteria for program implementation are also identified.

**§126-114-3. Purpose.**

3.1. The purposes of this policy are to: a) establish a collaborative process for program approval; b) improve educational personnel preparation programs and potential educational personnel by incorporating program guidelines based on research and best practices; c) ensure that those who are prepared for employment in the public schools have the skills, dispositions, and knowledge necessary to function as entry-level members of the profession; and d) to ensure that higher education institutions work collaboratively with the public schools in designing and delivering

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professional educator preparation experiences to increase student achievement through written agreements with public schools. This policy relates only to the approved teacher education program element of licensure. Hence, the policy does not supersede any licensure requirements mandated by West Virginia Code and/or WVBE rules outlined in W.Va. §126CSR136, West Virginia Board of Education Policy 5202 - Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications.

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

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

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

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

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

4.4. The WVBE acknowledges that the governing boards of public higher education institutions and the appropriate governing body of a private higher education institution may establish standards and accreditation procedures, including a requirement that the institution(s) attain National Council for Accreditation of Teacher Education, hereinafter NCATE, accreditation for the teacher education programs under their respective jurisdictions. The WVBE pledges its cooperation with the governing boards or bodies and the institutions under their control in establishing jointly agreed to program review procedures pursuant to §126-114-11.4. that: a) respect any applicable standards or accreditation procedures, whether established by the WVBE or the higher education governing board(s) or body(ies) and b) emphasize cooperation, minimize duplication, and specify the process and materials to be covered in the review.

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### §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, passing standardized tests, and passing institutionally established performance assessments in speaking, listening, and educational technology.

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

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

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

5.6. Endorsement. - The specialization(s) and grade levels appearing on any license, authorized by the WVBE which govern the legal assignment within the public schools of West Virginia (W.Va. Code §18A-3-1).

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

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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 significant 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 WVBE that empower the holder to perform designated services within the public schools.

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

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

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

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

5.13.1. Initial Approval Status. This term is used for new professional preparation programs. "Initial Approval Status" will be granted for a period of seven years. During each of those seven 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 seven-year "Initial Approval Status" period, the institution will receive another visit from the WVDE at which time a final recommendation will be made to the WVBE to reclassify the status of the institution to "Continuing Approval Status."

5.13.2. Continuing Approval Status. This term applies to all West Virginia Higher Education institutions that have a currently approved program with the WVBE. "Continuing Approval Status" is granted for a period of seven years. To maintain "Continuing Approval Status" programs with the

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WVBE, educator preparation programs must undergo the continuing program review and receive approval every seven years.

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

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

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

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

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

#### 6.2. Preprofessional Skills Component.

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

6.2.2. Educator's Assessment and Proficiency Levels. - The educator's preprofessional skills in reading, writing and mathematics shall be assessed by the Educational Testing Service's PPST. The WVBE shall establish the acceptable levels of performance on the PPST in reading, writing, and mathematics. The institution shall establish the assessments and acceptable levels for the speaking, listening, and educational technology skills.

6.2.3. PPST Waivers. - In lieu of taking the WVBE approved PPST, prospective educators

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completing WVBE approved programs may provide evidence of:

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

### 6.3. Content Specialization Component.

6.3.1. Component Description. - Content specialization pertains to the specific teaching, administrative, or student support specialization(s) listed on a professional license in accordance with W.Va. Code §18A-3-1. See Appendix E for specific guidelines related to items a-g below for each specialization with the potential for approved program status. WVBE approved specializations and grade level patterns are found in Appendix D. The content specialization program standards shall include:

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

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

h. Basic skills for designated special education specializations. In addition to the source(s) for the 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 West Virginia content standards in W.Va. §126CSR42 WVBE 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 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.

6.3.2. Educator's Assessment and Proficiency Levels. - Candidates for completion of a West Virginia approved program shall be required to meet WVBE Praxis II specialty area test score(s), if adopted, indicated for the anticipated specialization(s). A listing of current WVBE required tests and passing scores is found in Appendix E.

### 6.4. Professional Education Component.

6.4.1. Component Description. - Professional Education includes the studies and experiences that prepare the prospective educator to integrate professional pedagogy and content knowledge into successful learning experiences for students. Each institution is required to develop a conceptual framework rooted in the Conceptual Foundation for Teaching and Learning in West Virginia (See Appendix A-1) that establishes the shared vision for the unit's endeavor in preparing educators to work effectively in P-12 schools. The conceptual framework shall include a description of its prospective professional educator by identifying the knowledge, skills, and dispositions it expects to develop and assess. The description will serve as the foundation on which the institution will base its curriculum and implement the clinical experiences for professional educators and student support personnel. The description shall reflect the appropriate West Virginia Professional Educator Standards-listed in Appendices A-2 through A-4. The educational technology skills for this component are listed in Appendix C, Section 3.0.

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

a. Professional Knowledge Assessment and Proficiency Levels. - Candidates completing a WVBE approved teacher education program for any professional educator license shall pass a WVBE adopted Principles of Learning and Teaching Praxis II test that includes at least a portion of the grade levels indicated on the anticipated license. The institution shall, with the cooperating

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public school(s), collaboratively establish the assessments and acceptable performance levels for the educational technology skills (See Appendix C, Sections 2.0 and 3.0) associated with the professional education component.

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

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

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

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

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

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.

c. Field-based and Clinical Experiences. - Each candidate completing an approved program shall spend a minimum of twelve weeks in the clinical portion of the program unless he/she is able to demonstrate to the satisfaction of the college supervisor and the cooperating public school supervisor that he/she has achieved the proficiency level in less than the specified time. The candidate must be assessed during the clinical experience in at least one specialization(s) for which he or she is requesting licensure. The institution is also required to document the candidates' field-based and/or clinical experiences with diverse (multi-cultural), at risk, and special needs learners at each programmatic level for which they anticipate licensure. Two exceptions to the programmatic level coverage for required field based experiences exist in the current system.

A. Any PreK-Adult program will be required to contain field based experiences at a minimum of three different programmatic levels. Of the three required programmatic levels, one must be elementary and another must be either middle or secondary. The third programmatic level

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will be determined by the institution of higher education.

B. The elementary education specialization, K-6, is also exempt to the programmatic level coverage for required field based experiences at each programmatic level for which the candidate anticipates licensure. A placement in any grade including kindergarten and extending through grade six will satisfy the programmatic level requirement. This exception for elementary education cannot be used to satisfy the requirement for other specializations that require experiences in grades 5-9. If the candidate combines elementary education with another specialization, the required programmatic level placement for the other specialization must be satisfied. These required field based experiences must be of sufficient duration and quality to enable the candidate to practice and develop skills.

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

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

7.2. Preprofessional Skills Component. - All provisions of this component described for teaching specializations (see §126-114-6.2 above) apply for student support and administrative specializations.

7.3. Content Specialization Component. - All provisions of this component described for teaching specializations (see §126-114-6.3 above) apply for student support and administrative specializations except in §126-114-6.3.1, item a, 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 Appendices A-3 and A-4.

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

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

b. The acceptable proficiency level on the professional performance assessment shall be established collaboratively by public school administrators, student support personnel or administrators, and teacher education faculty.

### 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 the 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.

b. The performance assessments for administrative endorsements shall be administered by a local team composed of the higher education supervisor and public school cooperating personnel or their specified designee. When a public school cooperating educator is not available to administer the performance assessment, higher education may designate an institution-based clinical supervisor in lieu of the public school supervisor. Verification that the candidate has attained the proficiency level shall be determined by both college supervisor and cooperating public school personnel, except where the institution-based clinical supervisor is used under conditions noted.

### §126-114-8. Additional Program Requirements.

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

8.2. EPPAC. - Each institution of higher education that offers an educational preparation program shall have an EPPAC which consists of representatives from college and university educators, teacher education students, public school administrators and classroom teachers, and community representatives. The WVDE shall appoint a liaison to serve as a member of each institution's EPPAC. The liaison to the institution from the WVDE shall serve in a nonvoting role. EPPAC serves as an advisory body to the institution's chief educational personnel preparation officer in developing and reviewing all programs and policies for the preparation of educational personnel

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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:

8.2.1. New and revised preparation programs.

8.2.2. Admission, retention and exit criteria.

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

8.2.4. Educational technology activities and assessments.

8.2.5. Annual testing and supply/demand reports.

8.2.6. WVBE and national program reviews and findings.

8.2.7. WVBE educational preparation and licensure policies and statutes.

8.2.8. Recruitment of students.

8.2.9. Clinical and field experiences.

8.2.10. Development and preparation of policies and programs for inclusion in 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.

8.3. 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).

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### 8.4. Specialization Prerequisites, Restrictions and Timelines.

8.4.1. Prerequisite Endorsements and Restrictions. - Early education must be taken in combination with elementary education. Severe/profound and pre-school special needs must be taken in combination with elementary education or early 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 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. 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, K-12 or 5-9.

### 8.5. Program Requirements, Assessments and Test Scores.

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

8.5.2. 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.

8.5.3. 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

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work or career experiences.

8.5.4. 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 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.

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

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 (above).

### **§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

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implementation of an approved educational personnel program and must be reviewed again at the end of the seven-year period.

10.2.5. Program Status. - At the end of the seven-year period, and based on the on-site review, the WVBE will reclassify the program as "continuing" or "conditional" 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.

### 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 seven years. The WVBE shall establish time lines related to the submission of data and other documentation of the institution's compliance with West Virginia Educator Preparation Program Standards, program approval criteria, the scheduling of program reviews, the role of state team review members, and procedures for the reporting of program review results shall parallel the guidelines adopted for NCATE institutions. The state team members shall 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. Educator Preparation Program Review Board.**

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

11.2. Program Review Board Composition. - The Program Review Board shall be comprised of seven members selected from a pool of trained educator preparation program assessors/examiners: three members shall represent higher education (two representatives appointed by the Higher Education Policy Commission and one representative appointed by the West Virginia Independent Colleges and Universities) and three members shall represent public education, grades K-12,

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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 Program Review Board's membership. A Program Review Board member must exempt himself/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.

11.3. Program Review Board Functions. - The primary functions of the Program Review Board are to: 1) review the findings of the State Team Reports from the state on-site reviews or other documents deemed appropriate or relevant to the approval status of the educational personnel preparation program; 2) review proposed content specializations; 3) solicit from institutional staff and/or team members clarification on questions that might arise during the review of materials; and 4) recommend approval to the WVBE for only those educational personnel preparation programs and/or their components which satisfy the WVBE criteria.

11.4. Program Review Board Procedures. - The Program Review Board member must exempt himself/ herself from deliberations and actions related to an institution's status if 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 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. 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)

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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.

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 WVBE approved specialization leading to West Virginia licensure provided the self-study contains sufficient justification to warrant the new specialization. The institution is encouraged to collaborate with the WVDE during the program's initial planning stage. The institution must identify the program objectives for the experimental program from which the curriculum shall be developed. All aspects for the review and approval of an experimental program, other than WVBE adopted program objectives, are the same as those outlined in §126-114-13 for a new content specialization. The experimental program's self-study must comply with the guidelines adopted by the 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

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assessment procedures and time lines, and the project coordinator. The institution must also agree to prepare and submit a summary of its findings to the Program Review Board, the WVCPTS and the WVDE.

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

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

### **§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.

### **§ 126-114-16. 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.

### **§ 126-114-17. 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.
14. Incorporate career information, experiences and essential workplace skills into the instructional process.

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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*

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### 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**

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

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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 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, 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 C**

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

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### 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.

#### 2.0. Content Specialization

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- 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 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 D**

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

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APPENDIX D  
PROGRAMMATIC LEVELS AND SPECIALIZATIONS RECOGNIZED  
ON THE PROFESSIONAL LICENSE

**Recognized Programmatic Levels**

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

**Grade Level Options for General Education Specializations Current Programs**

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

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Preschool Education	Birth-PreK
Reading Specialist <sup>3,4</sup>	PreK-Adult
Russian	PreK-Adult, 5-Adult
School-Library Media	PreK-Adult
Social Studies	5-Adult, 5-9
Spanish	PreK-Adult, 5-Adult
Technology Education	5-Adult
Theatre	PreK-Adult, 5-Adult
Wellness (Health-Physical Education Combined Major)	PreK-Adult

**Grade Level Options for Vocational Specializations**

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

**Grade Level Options for Special Education Specializations**

Autism	K-Adult
Behavior Disorders (Excluding Autism)	K-Adult, 5-Adult
Behavior Disorders (Including Autism)	K-Adult, 5-Adult
Gifted	K-6, 5-Adult
Deaf and Hard of Hearing	PreK-Adult
Mentally Impaired (Mild/Moderate)	5-Adult, K-Adult
Multi-Categorical (BD, MI, SLD)	5-Adult, K-Adult
Preschool Special Needs	PreK-K
Severely/Profoundly Impaired (Severely and Profoundly Handicapped)	PreK-Adult
Specific Learning Disabilities	K-Adult, 5-Adult
Visually Impaired	PreK-Adult

**Grade Level Options for Student Support Specializations**

Athletic Trainer	PreK-Adult
Counselor <sup>4</sup>	PreK-Adult
School Nurse	PreK-Adult
School Psychologist <sup>4</sup>	PreK-Adult
Social Services and Attendance	PreK-Adult
Speech Language Pathologist <sup>4</sup>	PreK-Adult
Speech Assistant	PreK-Adult

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

<sup>4</sup>Master's Degree Required

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**Grade Level Options for Administrative Specializations**

General Supervision <sup>4</sup>	PreK-Adult
Principal <sup>4</sup>	PreK-Adult
Superintendent <sup>4</sup>	PreK-Adult

<sup>5</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
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<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**

## 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** 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 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 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.
- <sup>6</sup> Candidates completing multi-categorical programs must take Test No. 0542 (Education of Exceptional Students: Mild to Moderate).



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>					
<i>National Standards</i> Standards for Art Teacher Preparation	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174		172
			172		171
<i>WV Content Standards</i> <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>	<i>Praxis II Content Test</i> 0133 Art: Content Knowledge  <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) (5-12 programs only) OR 0524 Principles of Learning & Teaching (7-12)			160	146
				165	152
			159		154
				156	144
<b>BIOLOGY</b>					
<i>National Standards</i> National Science Teachers Association* (NSTA)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174		172
			172		171
<i>WV Content Standards</i> <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>	<i>Praxis II Content Test</i> 0235 Biology: Content Knowledge  <i>Praxis Test</i> <sup>3</sup> 0523 Principles of Learning & Teaching (5-9) (5-12 programs only) OR 0524 Principles of Learning & Teaching (7-12)				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>BUSINESS EDUCATION</b>					
<i>National Standards</i> National Standards for Business Education	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> • Keyboarding Applications • Word Processing • Business Computer Applications • Machine Transcription	<i>Praxis II Content Test</i> 0100 Business Education  <i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) (5-12 programs only) OR 0524 Principles of Learning & Teaching (7-12)	N/A		165 156	570 152 154 144
<b>CHEMISTRY</b>					
<i>National Standards</i> National Science Teachers Association* (NASTA)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  <i>Praxis II Content Test</i> 0245 Chemistry Content Knowledge		174 172		172 171 172 150
<i>WV Content Standards</i> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society	<i>Praxis Test</i> <sup>3</sup> 0523 Principles of Learning & Teaching (5-9) (5-12 programs only) OR 0524 Principles of Learning & Teaching (7-12)		159	156	154 144

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Standards Required	Required Tests <sup>1</sup>	Required Score			
<b>COMPUTER SCIENCE EDUCATION</b>		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<i>National Standards</i> International Society for Technology in Education (ISTE)*	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  <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)		174 172	165 159 156	172 171 172    152 154 144
<b>DANCE</b>  <i>National Standards</i> National Dance Association  <i>WV Content Standards</i>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  <i>Praxis II Content Test</i> No Test Required  <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	165 159 156	172 171 172    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>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  <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		172 171 172  141  154 144
<b>EARLY CHILDHOOD EDUCATION (K-4)</b>  <i>National Standards</i> Association for Childhood Education International  <i>WV Content Standards</i> (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  <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		172 171 172  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 (PreK-K)</b>					
<i>National Standards</i> National Association for the Education of Young Children* (NAYC)	<i>PPST</i> <sup>2</sup>				
	0710 Reading		174		172
	0720 Writing		172		171
	0730 Math				172
	<i>Praxis II Content Test</i> 0530 Pre-Kindergarten Education				590
	<i>Praxis Test</i> <sup>3</sup> 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>WV Content Standards</i> • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical Education • WV Studies	<i>PPST</i> <sup>2</sup>				
	0710 Reading		174		172
	0720 Writing		172		171
	0730 Math				172
	<i>Praxis II Content Test</i> 0011 Elementary Education: Curriculum, Instruction & Assessment			155	148
	<i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9)			165	152
		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>					
<i>National Standards</i> National Council for Teachers of English* (NCTE)  <i>Praxis Test Topics</i> • Literature/Literacy Forms/Devices • Language/ Linguistics • Composition/ Rhetoric  <i>WV Content Standards Including Authors</i> • Technology • Work Based Learning	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>Praxis II Content Test</i> 0041 English Language, Literature & Composition: Content Knowledge			155	151
	<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>ENGLISH (Grades 5-9)</b>					
<i>National Standards</i> National Council for Teachers of English* (NCTE)  <i>WV Content Standards including WV Authors</i>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>Praxis II Content Test</i> 0049 Middle School English			147	
	<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
			N/A		156

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Standards Required	Required Tests <sup>1</sup>	Required Score			
ENGLISH AS A SECOND LANGUAGE (PreK-ADULT)		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<p><i>National Standards</i> National Board for Professional Teaching Standards</p>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><i>Praxis II Content Test</i> No Test Required</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>		<p>174 172</p>	<p>165</p>	<p>172 171 172</p> <p>152 154 144</p>
<p><b>FAMILY AND CONSUMER SCIENCE</b></p> <p><i>National Standards</i> National Association of State Administrators of Family and Consumer Science</p> <p><i>WV Content Standards</i></p>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><i>Praxis II Content Test</i> 0120 Home Economics Education</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>	<p>N/A</p>	<p>174 172</p> <p>159</p>	<p>165</p> <p>156</p>	<p>172 171 172</p> <p>530</p> <p>152 154 144</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>GENERAL SCIENCE (5-12)</b>						
<i>National Standards</i> National Science Teachers Association* (NSTA)  <i>WV Content Standards</i> <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>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172	
	<i>Praxis II Content Tests</i> 0231 Biology: Content Knowledge, Part 1 <sup>5</sup> 0481 Physical Science: Content Knowledge <sup>5</sup> 0432 General Science: Content Knowledge, Part 2		148	140 142 149	135 133 142	
	<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>GENERAL SCIENCE (5-9)</b>					
	<i>National Standards</i> National Science Teachers Association* (NSTA)  <i>WV Content Standards</i> <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>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
		<i>Praxis II Content Test</i> 0439 Middle Childhood Science		151		
		<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
			N/A	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>					
<i>National Standards</i> American Council on the Teaching of Foreign Languages	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>WV Content Standards</i> (see objectives for appropriate levels, K-12, 5-12 or 5-9) <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>	<i>Praxis II Content Test</i> 0181 German: Content Knowledge (contains listening section)			132
	<i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only)			165	152
	OR		159		154
	0523 Principles of Learning & Teaching (5-9)				
	OR			156	144
	0524 Principles of Learning & Teaching (7-12)				
<b>HEALTH</b>					
<i>National Standards</i> American Alliance for Health, Phys. Ed. Recreation and Dance* (AAH PERD)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>Praxis II Content Test</i> 0550 Health Education			640	620
<i>WV Content Standards</i> <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>	<i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only)			165	152
	OR		159		154
	0523 Principles of Learning & Teaching (5-9)				
	OR			156	144
	0524 Principles of Learning & Teaching (7-12)				

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>					
<i>National Standards</i> American Council on the Teaching of Foreign Languages	<i>PPST</i> <sup>2</sup>				
	0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> (see objectives for appropriate levels, K-12, 5-12, 9-12 or 5-9)	<i>Praxis II Content Test</i> No Test Required				
	<i>Praxis Test</i> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only)			165	152
	OR 0523 Principles of Learning & Teaching (5-9) OR		159		154
	0524 Principles of Learning & Teaching (7-12)			156	144
<b>JOURNALISM</b>	<i>PPST</i> <sup>2</sup>				
	0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i>	<i>Praxis II Content Test</i> No Test Required				
	<i>Praxis Test</i> <sup>3</sup> 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>LATIN</b>					
<i>National Standards</i> American Classical League	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> • Communication • Cultures • Connections	<i>Praxis II Content Test</i> 0600 Latin  <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)			165	480  152  154  144
<b>MARKETING</b>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>National Standards</i> None					
<i>WV Content Standards</i> • Knowledge of Marketing Education and Comprehensive Procedure • Extensive Human Relations Skills • Effective Job Seeking, Keeping and Learning Skills • Basic Cashiering and Math Skills • Marketing Fundamentals • Marketing Careers • Basic Safety Technique • Selling Principles • Product/Service Planning • Consumer Characteristics and Behavior	<i>Praxis II Content Test</i> 0560 Marketing Education  <i>Praxis Test</i> <sup>3</sup> 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		N/A 159	156	600  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>MATHEMATICS (5-12)</b>					
<i>National Standards</i> National Council of Teachers of Mathematics* (NCTM)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i>	<i>Praxis II Content Test</i> 0061 Mathematics: Content Knowledge (calculator required)				133
	<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>MIDDLE CHILDHOOD EDUCATION MCE</b>					
<i>National Standards</i> None	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>Praxis Test Topics</i> • Organizing Content Knowledge for Student Learning • Creating an Environment for Student Learning • Teaching for Student Learning • Teacher Professionalism	<i>Praxis Test</i> <sup>3</sup> 0523 Principles of Learning & Teaching (5-9)		159		154

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>MUSIC</b>					
<i>National Standards</i> Music Education National Conference	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i>	<i>Praxis II Content Test</i>				
<i>Praxis Test Topics</i> • IV Music Learning K-12 • V Professional Practices	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)			155  165  159  156	143  152  154  144
<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
<i>WV Content Standards</i>	<i>Praxis II Content Test</i> 0220 Speech Communication				600
<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 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	159	165  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>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		174 172		172 171 172
<i>WV Content Standards</i> • 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) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)			165	150  152  154  144
<b>PHYSICS</b>					
<i>National Standards</i> National Science Teachers Association* (NSTA)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> Nature of Science • Scientific Attitudes/ Habits of Mind • Scientific Processes/ Thinking Skills • Laboratory Investigation/ Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society	<i>Praxis II Content Test</i> 0265 Physics: Content Knowledge  <i>Praxis Test</i> <sup>3</sup> 0523 Principles of Learning & Teaching (5-9) (5-12 programs only) OR 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  <i>Praxis II Content Test</i> No Test Required		174 172		172 171 172

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>PPST</i> <sup>2</sup>				
	0710 Reading		174		172
	0720 Writing		172		171
	0730 Math				172
<i>National Standards International Reading Association* (IRA)</i>	<i>Praxis II Content Test</i> 0300 Reading Specialist				520
<i>WV Content Standards</i>	<i>Praxis Test</i> <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>RUSSIAN</b>					
American Council on the Teaching of Foreign Languages	<i>PPST</i> <sup>2</sup>				
	0710 Reading		174		172
	0720 Writing		172		171
<i>WV Content Standards</i> Levels I-IV	<i>Praxis II Content Test</i> No Test Required				
	<i>Praxis Test</i> <sup>3</sup>				
	0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR			165	152
	0523 Principles of Learning & Teaching (5-9) OR		159		154
<ul style="list-style-type: none"> <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>	0524 Principles of Learning & Teaching (7-12)			156	144

Standards Required	Required Tests <sup>1</sup>	Required Score			
<b>SCHOOL LIBRARY/MEDIA</b>		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<p><i>National Standards</i> American Library Association* (ALA)</p> <p><i>WV Content Standards</i></p>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><i>Praxis II Content Test</i> 0310 Library Media Specialist</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
<p><b>SOCIAL STUDIES</b> (5-12)</p> <p><i>National Standards</i> National Council for the Social Studies* (NCSS)</p> <p><i>WV Content Standards</i> West Virginia Studies (8<sup>th</sup> grade)</p>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><i>Praxis II Content Test</i> 0081 Social Studies: Content Knowledge</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	148	172 171 172
<p><b>SOCIAL STUDIES</b> (5-9)</p> <p><i>National Standards</i> National Council for the Social Studies* (NCSS)</p> <p><i>WV Content Standards</i> West Virginia Studies (8<sup>th</sup> grade)</p>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</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>	N/A	174 172	151	172 171 172

Standards Required	Required Tests <sup>1</sup>	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<b>SPANISH</b>					
<i>National Standards</i> American Council on the Teaching of Foreign Languages	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>WV Content Standards</i> • Communication • Interactive Lang. Use • Non-interactive Lang. Comprehension • Non-interactive Lang. Production • Cultural Knowledge and Understudy • Connections • Linguistic • Interdisciplinary • Global	<i>Praxis II Content Test</i> 0191 Spanish: 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)			165
<b>TECHNOLOGY                      EDUCATION</b>  <i>National Standards</i> International Technology Education Assoc./Council on Technology Teacher Education (ITEA/CTTE)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>Praxis II Content Test</i> 0050 Technology Education  <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		165 156	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>THEATRE</b>					
<i>National Standards</i> American Alliance for Theatre and Education	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i>	<i>Praxis II Content Test</i> No Test Required				
	<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)			165	152
			159		154
				156	144
<b>WELLNESS (PreK-Adult) Health and Physical Education Comprehensive</b>	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>Praxis II Content Test</i> 0550 Health Education and 0091 Physical Education Content Knowledge		640		620 150
	<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

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>					
<i>National Standards</i> National Association of Athletic Trainers (NATA)	PPST <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  <i>Praxis II Content Test</i> 0097 Athletic Trainer OR Current Membership in National Athletic Trainers Association		174 172		172 171 172  158
<b>SCHOOL COUNSELOR</b>					
<i>National Standards</i> American Association of School Counselors	PPST <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  <i>Praxis II Content Test</i> 0420 School Guidance and Counseling (contains listening section)		174 172	580	172 171 172
<b>SCHOOL NURSE</b>					
<i>State Standards</i> RN Licensure	PPST <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  <i>Praxis II Content Test</i> No Test Required		174 172		172 171 172
<b>SCHOOL PSYCHOLOGIST</b>					
<i>National Standards</i> National Assoc. of School Psychologists* (NASP)	PPST <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  <i>Praxis II Content Test</i> 0400 School Psychologist		174 172	550	172 171 172  540
<b>SOCIAL SERVICES/ ATTENDANCE</b>					
<i>State Standards</i> School Social Services and Attendance	PPST <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  <i>Praxis II Content Test</i> No Test Required		174 172		172 171 172

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  <i>Praxis II Content Test</i> No Test Required		174 172		172 171 172
<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  <i>Praxis II Content Test</i> 0330 Speech Language Pathology		174 172  600		172 171 172  510
<b>PRINCIPAL, SUPERVISOR OF INSTRUCTION, AND SUPERINTENDENT</b>					
<i>National Standards</i> Education Leadership Constituent Council* (ELCC)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  <i>Praxis II Content Test</i> 0410 Educational Leadership: Administration and Supervision		174 172	570	172 171 172  520

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

Standards Required	Required Tests <sup>1</sup>	Required Score			
<b>DEAF AND HARD OF HEARING</b>		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<p><i>National Standards</i> Council for Exceptional Children* (CEC)</p>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><i>Praxis II Content Test</i> No Test Required</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	165	172 171 172  152 154 144
<p><b>MENTALLY IMPAIRED (MILD/MODERATE)</b></p> <p><i>National Standards</i> Council for Exceptional Children* (CEC)</p>	<p><i>PPST</i><sup>2</sup> 0710 Reading 0720 Writing 0730 Math</p> <p><i>Praxis II Content Tests</i> 0351 Special Education: Knowledge-Based Core Principles<sup>4</sup> 0353 Education of Exceptional Students: Core Content Knowledge<sup>4</sup></p> <p><i>Praxis Test</i><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) (K-Adult programs only) OR 0523 Principles of Learning &amp; Teaching (5-9) OR 0524 Principles of Learning &amp; Teaching (7-12)</p>	N/A 146	174 172	136	172 171 172  119  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>MULTI-CATEGORICAL SPECIAL EDUCATION</b>						
<i>National Standards</i> Council for Exceptional Children* (CEC)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174		172	
			172		171	
					172	
	<i>Praxis II Content Tests</i> 0371 Teaching Students with Behavioral Disorders/ Emotional Disturbances, and 0381 Teaching Students with Learning Disabilities, and 0351 Special Education Knowledge Based Core Principles <sup>4</sup>	N/A		156	136	
	0542 Education of Exceptional Students: Mild to Moderate <sup>6</sup> , and 0353 Education of Exceptional Students: Core Content Knowledge <sup>4</sup>	N/A		144	124	
		N/A		136	119	
	0542 Education of Exceptional Students: Mild to Moderate <sup>6</sup> , and 0353 Education of Exceptional Students: Core Content Knowledge <sup>4</sup>	153				
	0353 Education of Exceptional Students: Core Content Knowledge <sup>4</sup>	146				
	<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	152	
			159		154	
				156	144	
	<b>PRE-SCHOOL SPECIAL NEEDS (PreK-K)</b>					
	<i>National Standards</i> Council for Exceptional Children* (CEC)	<i>PPST</i> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math		174		172
			172		171	
			172		172	
<i>Praxis II Content Test</i> 0690 Preschool/ Early Childhood				550	510	
<i>Praxis Test</i> <sup>3</sup> 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		174 172		172 171 172	
	<i>Praxis II Content Test</i> No Test Required 0544 Education of Exceptional Students: Severe to Profound Disabilities	N/A Cut Score		to be determined		
	0353 Education of Exceptional Students: Core Content Knowledge <sup>4</sup>	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		174 172		172 171 172
		<i>Praxis II Content Tests</i> 0381 Teaching Students with Learning Disabilities and 0351 Knowledge-Based Core Principles <sup>4</sup>	N/A N/A		144	124
		0382 Education of Exceptional Students: Learning Disabilities, and 0353 Education of Exceptional Students: Core Content Knowledge <sup>4</sup>	133 146		136	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>					
<i>National Standards</i> Council for Exceptional Children* (CEC)	<i>PPST</i> <sup>2</sup>				
	0710 Reading		174		172
	0720 Writing		172		171
	0730 Math				172
	<i>Praxis II Content Test</i>				
	No Test Required				
	0280 Teaching Students with Visual Impairments	N/A 660			
	<i>Praxis Test</i> <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):

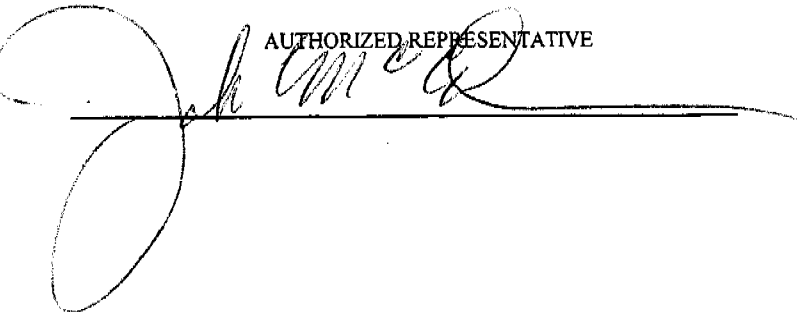
DATE

AGENCY

3-03-03

Education

AUTHORIZED REPRESENTATIVE



**Approval of Educational Personnel Preparation Programs  
COMMENT LOG  
March 13, 2003 Through April 15, 2003**

**ACTION**  
 N = No Response  
 NA = Not Accepted  
 A = Accepted

**TYPE**  
 - = Negative  
 + = Positive  
 0 = Neutral

Date Rec'd.	Individual/Organization	Comment	Action/Type	Rationale
<b>Section 126-114-5. Definitions</b>				
3/26/03	H. Lawrence Jones Director Wheeling Jesuit University	We also suggest that the section 5.13.3 Probationary Approval Status be changed to read "Conditional Approval Status". The word probationary has connotations of failure that are inappropriate for an educational preparation program that will be continuing to produce graduates while it is rectifying deficiencies.	A +	Policy language has been changed to incorporate "conditional" in place of "probationary."
4/15/03	Ronald Childress Vice President for Graduate Studies and Dean of the School of Education and Professional Development Marshall University Graduate College	5.13.1 Initial Approval Status - Instead of the five year time period, a schedule that would follow the Institution of Higher Education's NCA TE rotation should be implemented.	A+	Policy language revised to indicate the seven-year cycle.
04/15/03	Dr. Jane McKee Associate Dean for Academic Programs College of Education and Human Services Marshall University	5.13.1 Initial Approval Status If teacher education program approval were on the same cycle as the NCA TE cycle, the institutions would greatly benefit. That cycle might be five years or it might be seven years.	A+	Policy language revised to indicate the seven-year cycle.

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
4/15/03	Brenda Wilson Interim Chair of Education West Virginia State College	<p>In section 5.8 it says that field experiences are "structured to ensure maximum exposure to diverse (multi-cultural), at-risk, and special needs learners." At WVSC, we track our field placements to ensure significant training experiences in placements where there are minority students, at risk students and students with disabilities. The word "maximum" concerns me, and I would prefer the word significant. I can ensure significant exposure to diverse and at risk students, but I don't know how to determine when the exposure to diverse and at risk students is maximal, and I'm not sure I want to ensure maximum exposure to diverse and at risk students, since I want to ensure significant exposure to all kinds of different students and classrooms.</p>	A+	Policy language revised to indicate the term "significant" replaces "maximum."

**Section 126-114-5. Definitions**

Date Rec'd	Individual/ Organization	Comment	Action/Type	Rationale
<b>Section 126-114-6. Professional Educator Preparation Program Requirements: Teacher</b>				
04/15/03	<p>Ronald Childress Vice President for Graduate Studies and Dean of the School of Education and Professional Development</p> <p>Marshall University Graduate College</p>	<p>6.4.2 Educator's Assessment and Proficiency Levels.</p> <p>B. Performance Assessment - This description outlines a system for performance assessment and could be labeled more appropriately "Performance Assessment System."</p> <p>F. Paragraph starts "Each candidate completing..." According to the policy, candidates must complete a field-based and/or clinical experience at "each programmatic level." This requirement is impossible to attain with unspecified of PreK-Adult programs where there are five different programmatic levels. For these such programs, the requirements should be a placement at three of the five levels. Additionally, current proposed changes to 5202 simply grants a Pre-K to Adult authorization without additional field placements. There is no sunset date to this provision.</p>	<p>A+</p> <p>A+</p> <p>N/A0</p>	<p>Policy language revised to indicate "Performance Assessment Instrument" and "Field-based and Clinical Experiences."</p> <p>Policy language revised to indicate field-based and/or clinical experiences must occur at a minimum of three out of five programmatic levels.</p> <p>No sunset provision is included since the PreK-Adult change will be completed when counties need to fill positions with a properly certified individual.</p>
04/15/03	<p>Dr. Sally Digman Chairperson, Division of Education and Special Programs Alderson-Broadbudd College</p>	<p>6.4.2(c) p.11 Need to return policy for content specializations from PreK-Adult to saying 3 out of 5 levels of field experiences are adequate, rather than needing a significant placement for each programmatic level. This would be impossible.</p>	<p>A+</p>	<p>Policy language revised to indicate field-based and/or clinical experiences must occur at a minimum of three out of five programmatic levels.</p>
04/15/03	<p>Dr. Jane McKee Associate Dean for Academic Programs College of Education and Human Services Marshall University</p>	<p>126-1114-6 Professional Educator Preparation Program Requirements: Teacher Paragraph following the letter F in 6.4.2 To have a field-based and/or clinical experience at each programmatic level for a program that requires FIVE experiences would be an extremely difficult attainment. I am referring to PreK-Adult programs. TEAC has suggested a placement at THREE of the FIVE levels.</p>	<p>A+</p>	<p>Policy language revised to indicate "Performance Assessment Instrument" and "Field-based and Clinical Experiences."</p>

Date Rec'd	Individual Organization	Comment	Action/Type	Rationale
<b>Section 126-136-8. Additional Program Requirements</b>				
4/15/03	Ronald Childress Vice President for Graduate Studies and Dean of the School of Education and Professional Development Marshall University Graduate College	126-114-8 Additional Program Requirements 8.2.11 Program Modifications - Providing minor changes such as addition/deletion of courses and modifications in course content to the EPPACs will slow the change process dramatically, as those groups only meet twice a year. The institution should be able to monitor minor changes and report them to WVDE. It should also be up to the institution to decide what constitutes a substantive change that would require submission to the EPPAC.	N/A0	With sufficient planning, all program changes can be reviewed by EPPAC in a timely fashion. Also, although institutions are required to have an EPPAC meeting once a semester, they can choose to meet more than once.
		8.4.1 Prerequisite Endorsements & Restrictions "The 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." The sentence is not needed because programmatic levels for these programs are designated in Appendix D. However, if the sentence remains in the policy, "hearing impaired" needs to be changed to reflect the new program name - "deaf and hard of hearing."	A+	Policy has been revised to delete this sentence.
04/15/03	Dr. Brenda Wilson Interim Chair of Education West Virginia State College	I'm new to administering teacher education programs, but it is my understanding that program modifications are submitted to EPPAC, and then the changes are summarized and presented to the WVBE in the annual report. I would like the wording of this section to reflect this procedure, since I do not want to submit changes twice, once in a letter and once in the annual report.	N/A-	In order to have current program information for response to inquiries, letters reflecting modifications to the programs on file are necessary. The letter provides accurate, up-to-date information in the interim until the annual report is received.
04/15/03	Dr. Jane McKee Associate Dean for Academic Programs College of Education and Human Services Marshall University	126-114-8 Additional Program Requirements 8.2.11 Program Modifications This section of the Policy would make important curriculum changes even more difficult to accomplish. Since EPPAC only meets once a semester, it would almost paralyze any type of change in courses. The College of Education and Human Services should be the agency that makes minor changes necessary to strengthen programs. The College will know when there are substantive changes that need to be reviewed by EPPAC.	N/A0	With sufficient planning, all program changes can be reviewed by EPPAC in a timely fashion. Also, although institutions are required to have an EPPAC meeting once a semester, they can choose to have more than once.

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
04/15/03	Ronald Childress Vice President for Graduate Studies and Dean of the School of Education and Professional Development Marshall University Graduate College	126-114-9 Authorization and Accreditation Requirements 10.3.1 and 10.3.2 A reminder that public school employees should be eliminated from the pool of applicants as per meeting with Ron Childress, Jack McClanahan, Serena Starcher and Karen Huffman.	NO	Further discussions will be held to determine the appropriate team membership as WYDE develops its partnership agreement with NCATE.

**Section 126-136-9. Authorization and Accreditation Requirements**

Date Rec'd	Individual/Organization	Comments	Action/Type	Rationale
03/25/03	Lucy M. Young Assistant Professor Wheeling Jesuit University	Dear Board Members:  Wheeling Jesuit University is committed to preparing the best professional educators possible who will be teaching in public and parochial schools in many different states. Thus we must ensure that our graduates of the WJU Teacher Preparation Program meet the needs and requirements of all other states.  We strongly endorse the provision of section 10.3.2 Continuing Program Review Agreements for Non-NCATE Institutions in the revisions to Policy 5100. We are a candidate in good standing of the Teacher Education Accrediting Council and are engaged in a self study to meet their full approval criteria. That process includes an extensive on site auditing procedure by the Council personnel. It would be our intent to include the State Department of Education personnel in that audit process to ensure that we meet all state requirements for accreditation at the same time that we are matching our program to the TEAC requirements.  It is important to us that the review process and requirements maintain the current alignment of our program within the unique mission of Wheeling Jesuit University. It is our belief that the TEAC process better suits our mission than the NCATE and welcome the State Board of Education's recognition that the important aspect of teacher preparation is a caring professional educator. There are a variety of ways to produce that caring professional teacher. We commend the state's support and provisions for our pursuit of that goal by our own process.	A0	For consistency in the approval and accreditation of the education programs in the state, the WVDE will utilize a parallel NCATE process to review all programs of non-NCATE institutions. Although the WVDE will use a parallel NCATE process to review the programs of all non-public, non-NCATE institutions, institutions can choose to join other accrediting organizations.

**Section 126-136-10. Educator Preparation Program Approval Process**

Date Rec'd.	Individual/Organization	Comment	Action/Type	Rationale
<b>Section 126-136-10. Educator Preparation Program Approval Process</b>				
03/26/03	H. Lawrence Jones Director Wheeling Jesuit University	<p>Dear Board Members:</p> <p>Wheeling Jesuit University is committed to preparing the highest quality caring professional educators possible within our resources. Our students primarily find employment outside West Virginia so we must ensure that our products of the Teacher Preparation Program meet the needs and requirements of many states. Additionally, we prepare teachers who will be teaching in various parochial schools.</p> <p>We strongly endorse the provision of section 10.3.2 Continuing Program Review Agreements for Non-NCATE Institutions in the revisions to Policy 5100. We are a candidate in good standing of the Teacher Education Accrediting Council and are engaged in a self study to meet their full approval criteria. That process includes an extensive on site auditing procedure by the Council personnel. It would be our intent to include the State Department of Education personnel in that audit process to ensure that we meet all state requirements for accreditation at the same time that we are matching our program to the TEAC requirements.</p> <p>It is important to us that the review process and requirements not do violence to our program or its alignment with the unique mission of Wheeling Jesuit University. It is our belief that the TEAC process better suits our mission than the NCATE and welcome the State Board of Education's recognition that the important aspect of teacher preparation is a caring professional educator. There are a variety of ways to produce that product and the state's provisions for our pursuit of that goal by our own process is to be commended.</p>	A0	For consistency in the approval and accreditation of the education programs in the state, the WVDE will utilize a parallel NCATE process to review all programs of non-NCATE institutions. Although the WVDE will use a parallel NCATE process to review the programs of all non-public, non-NCATE institutions, institutions can choose to join other accrediting organizations.
3/27/03	Bonnie Ritz Director of Programs and Support Services RESA-6	Section 10.3.2, Continuing Program Review Agreements for Non-NCATE Institutions, of proposed policy 5100 Approval of Educational Personnel Programs is a needed addition. I recommend a wording change in Section 10.2.5, Program Status, of the same policy. The term conditional should be used rather than probationary.	A+	Policy language revised to incorporate "conditional" in place of "probationary."

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
04/15/03	Robert L. Harrison, Jr. Assistant Professor of Education West Virginia State College	<p>Second, I would like to see the Program Review Board eliminated. The Program Review Board was created in 1999 before the Legislature enacted legislation that defined more rigorous standards for the governance of higher education programs in the state. Part of this legislation contained criteria for new program design, development and review. The current Program Review Board process creates an unnecessary minimum of 3 months of delay from the time an institution's governance structure approves a new program and the time when the State Board finally acts to approve a new program. If the State Board is truly committed to expediting educational innovation to meet the staffing needs of the public schools, then the Program Review Board is a barrier in the process. Either eliminate the Program Review Board, or find a way to coordinate/streamline this process and reduce the 3 months waiting time from the time when an institution's governing board approves a new program and the state approves a new program.</p>	N/A-	The WVBE has created the Educator Preparation Program Review Board to recommend approval status of educational preparation to the WVBE.

**Section 126-114-11. Educator Preparation Program Review Board**

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
<b>Appendix A</b>				
04/15/03	Ronald Childress Vice President for Graduate Studies and Dean of the School of Education and Professional Development Marshall University Graduate College	126-114 Appendix A-1 What is the source of this conceptual foundation? From what research are these elements drawn from?  126-114 Appendix A-2 What is the source of these standards? From what research are the standards drawn?  126-114 Appendix A-3 What is the source of these standards? From what research are the standards drawn?	N0   N0  N0	The WVCPTS and Impact Working Committees developed the conceptual foundation and standards. The research was drawn from INTASC, NCATE, NBPTS, National Learned Societies, WVDE Standards and Partner in Education Standards.
04/15/03	Dr. Jane McKee Associate Dean for Academic Programs College of Education and Human Services Marshall University	126-114 Appendix A-1 Could we get some background on the conceptual foundation? What is the knowledge base? What standards were used?  126-114 Appendix A-2 Could we get some background on the standards? From what research/knowledge base are they drawn?  126-114 Appendix A-3 Are these standards connected to a certain set of standards?  126-114 Appendix A-4 I see that these standards are adopted from the Interstate School Leaders Licensure Consortium's Standards for School Leaders.  126-114 Appendix A-5 I know these are NCATE standards.	N0   N0  N0	The WVCPTS and Impact Working Committees developed the conceptual foundation and standards. The research was drawn from INTASC, NCATE, NBPTS, National Learned Societies, WVDE Standards and Partner in Education Standards.

Date Rec'd.	Individual/Organization	Comment	Action/Type	Rationale
<b>Section 126-114 Appendix D Programmatic Levels and Specializations Recognized on the Professional License</b>				
4/15/03	Ronald Childress Vice President for Graduate Studies and Dean of the School of Education and Professional Development Marshall University Graduate College	126-114 Appendix D General Math through Algebra I has a footnote that indicates no licenses with that endorsement will be issued after July 1, 2005. High school and vocational centers need general math teachers through grade 12 because comprehensive math teachers generally teach the upper level courses.	A+	Policy language revised to note this change.
04/15/03	Dr. Sally Digham Chairperson, Division of Education and Special Programs Alderson-Broadus College	p. 58 Appendix D - why are all other programs that used to be K-12 now PreK-Adult except special ed areas? Why not Autism, BD, Gifted, MI, MC, LD? Just curious.	N0	Pre-school special needs education preparation programs exist at institutions of higher education while pre-school preparation programs do not exist of the modified areas.
4/15/03	Robert L. Harrison, Jr. Assistant Professor of Education West Virginia State College	I just wanted to make two comments regarding Policy 5100. First, I support the adding of an undergraduate reading endorsement and defining the criteria for American Sign Language. When the board adopts Policy 5100, will the Department provide statewide technical assistance for institutions wishing to add the undergraduate reading preparation program? Also, since there is a critical shortage of reading teachers, will the Department grant a waiver from the Program Review Board process to expedite the beginning of the undergraduate programs in reading?	N/A0	Since West Virginia requires a Master's Degree in Reading Specialist or the completion of a graduate certification program in Reading Specialist in order to be certified in Reading, the undergraduate reading endorsement is unnecessary.
4/15/03	Ronald Childress Vice President for Graduate Studies and Dean of the School of Education and Professional Development Marshall University Graduate College	General Comments. If an endorsement in American Sign Language is available, there may be pressure for colleges to create programs when it's really not feasible to run a program that would attract such a small number of candidates.	N/A0	IDEA and NCLB require the needs of all students be met. This endorsement is necessary due to federal legislation.



**Date Rec'd**    **Individual/Organization**    **Comment**    **Action/Type**    **Rationale**

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

4/14/03	Barbara L. Ludlow Professor and SMD/EISE Program Coordinator West Virginia University	<p>I am writing this letter to share my perspectives on a few of the proposed changes to Policy 5100 Approval of Education Personnel Programs which is now open for comment. As a faculty member at WVU for the past 20 years, I have been involved in the development and delivery of the certification/degree programs in Severe/Profoundly Impaired and in Early Intervention/Early Childhood Special Education (the statewide program that trains most of the personnel in Preschool Special Needs). As a result, I am well-versed in the certification requirements in each of these areas as well as the many changes that have occurred over two decades. First, I would like to support the decision to eliminate the certification category in Developmentally Delayed (PreK through Grade 4) to leave only Preschool Special Needs (PreK through K). It is very difficult to adequately prepare individuals who have the skills to serve the broad range of needs required by birth to three, preschool and kindergarten as well as developmental disabilities, delays, and at risk conditions. If we would have to also add content to develop skills for grades, a task I consider nearly impossible for the preparation program as well as for the individual practitioner. I'm very happy that our concerns about the Developmentally Delayed category have been acknowledged in the proposed policy changes. Next, I was surprised to see that the Praxis Test in Principles of Learning and Teaching appears as an existing requirements for certification in both Severely/Profoundly Impaired and Preschool Special Needs, since it has not been required in the past. WVU has had several hundred graduates successfully earn teaching certification in these categories over the years without having to take this test. The reason the test was not considered appropriate is because neither of these programs address academic strategies; the SMD program focuses on functional programs to develop basic and life skills, while the EISE program focuses on developmentally appropriate</p>	N/A0	<p>Policy 5100, effective December 9, 2000, requires the PLT for the Severe/Profoundly Impaired and the Developmentally Delayed certifications. A committee will be convened to look at the appropriateness of the required tests for all areas.</p> <p>Stakeholders, including individuals from the WVDE Offices of Professional Preparation and Special Education, Severe/Profound teachers, and Higher Education Professors, were invited to serve on the committee to review the Core Content Knowledge test. The committee deemed it appropriate for the Severe/Profoundly Impaired certification.</p>
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Date Rec'd.	Individual Organization	Comment	Action Type	Rationale
<b>Section 126-114 Appendix E Approved Standards for Program Development and Required Tests for Completion of West Virginia Approved Programs Leading to West Virginia Licensure</b>				
		<p>practice. We do not believe that teachers in either of these two categories need the PLT content and the approved programs Core Content Knowledge for Severely/Profoundly Impaired have never contained such content. I hope this mistake can be corrected before the Policy is approved and that there is no desire to change the requirements for these two programs. I also have some concern about the use of the Praxis Test in because this program does NOT and NEVER has shared a set of core courses because this program does NOT and NEVER has shared a set of core courses with other mild disabilities programs so it is possible that some of this content is inappropriate and/or graduates may not have the skills to pass this test. Finally, I would like to argue one more time (I have done this on at least three prior occasions with your predecessors) that the state change the label of the Severely/Profoundly Impaired category. The document itself recognizes that his category is aligned with what the Council for Exceptional Children terms Severe and Profound Disabilities and I would really like to see either this term or the term Severe/Multiple Disabilities (which I prefer) used. The use of Severe/profound cause may people to associate this category with mental retardation (and its stigma and stereotype), when in fact students may have a wide range of disabilities. Continuing to use this old terminology is somewhat demeaning to individuals with such conditions, is not consistent with what is happening in the field, and may deny some children appropriate services. I implore you to consider a different term for this category and to make the change now and not put it off any longer. Please let me know if you need additional information.</p>	N/A0	The policy reflects the current term used by the United States Department of Education.
4/15/03	Dr. Sally Dugman Chairperson, Division of Education and Special Programs  Alderson-Broadbodus College	p. 91 under Multi-categorical, add a note that says it's okay for students to have taken all three individual tests OR the 0542, that way either will work. (for those who already have two and just took the third test for example)	A+	Policy language revised to note this requirement.

Date Rec'd.	Individual/Organization	Comment	Action/Type	Rationale
<b>126-114 General Comments</b>				
4/15/03	Dr. Jane McKee Associate Dean for Academic Programs College of Education and Human Services Marshall University	I find it very disturbing that the excellent, high standards to which SCDEs are held in Policy 5100 seem to just disappear in the certification information in Policy 5202.	NO	No rationale necessary.



Teacher Preparation Program  
316 Washington Ave.  
Wheeling, WV 26003  
hljones@wju.edu

# Wheeling Jesuit University

April 23, 2003

West Virginia State Board of Education  
Attention: Policy 5100 Comments

Dear Board Members:

Wheeling Jesuit University is committed to preparing the highest quality caring professional educators possible within our resources. Our students primarily find employment outside West Virginia so we must ensure that our products of the Teacher Preparation Program meet the needs and requirements of many states. Additionally, we prepare teacher who will be teaching in various parochial schools.

We strongly endorse the provision of section 10.3.2 Continuing Program Review Agreements for Non-NCATE Institutions in the revisions to Policy 5100. We are a candidate in good standing of the Teacher Education Accrediting Council and are engaged in a self study to meet their full approval criteria. That process includes an extensive on site auditing procedure by the Council personnel. It would be our intent to include the State Department of Education personnel in that audit process to ensure that we meet all state requirements for accreditation at the same time that we are matching our program to the TEAC requirements.

It is important to us that the review process and requirements not do violence to our program or its alignment with the unique mission of Wheeling Jesuit University. It is our belief that the TEAC process better suits our mission than the NCATE and welcome the State Board of Education's recognition that the important aspect of teacher preparation is a caring professional educator. There are a variety of ways to produce that product and the state's provisions for our pursuit of that goal by our own process is to be commended.

We also suggest that the section 5.13.3 Probationary Approval Status be changed to read "Conditional Approval Status". The word probationary has connotations of failure that are inappropriate for an educational preparation program that will be continuing to produce graduates while it is rectifying deficiencies.

Sincerely,

H. Lawrence Jones, Ed.D.  
Director

*Preparing Professional Educators for Today and Tomorrow*



.....

Teacher Preparation Program  
316 Washington Ave.  
Wheeling, WV 26003

# Wheeling Jesuit University

April 23, 2003

West Virginia State Board of Education  
Attention: Policy 5100 Comments

Dear Board Members:

Wheeling Jesuit University is committed to preparing the best professional educators possible who will be teaching in public and parochial schools in many different states. Thus we must ensure that our graduates of the WJU Teacher Preparation Program meet the needs and requirements of all other states.

We strongly endorse the provision of section 10.3.2 Continuing Program Review Agreements for Non-NCATE Institutions in the revisions to Policy 5100. We are a candidate in good standing of the Teacher Education Accrediting Council and are engaged in a self study to meet their full approval criteria. That process includes an extensive on site auditing procedure by the Council personnel. It would be our intent to include the State Department of Education personnel in that audit process to ensure that we meet all state requirements for accreditation at the same time that we are matching our program to the TEAC requirements.

It is important to us that the review process and requirements maintain the current alignment of our program within the unique mission of Wheeling Jesuit University. It is our belief that the TEAC process better suits our mission than the NCATE and welcome the State Board of Education's recognition that the important aspect of teacher preparation is a caring professional educator. There are a variety of ways to produce that caring professional teacher. We commend the state's support and provisions for our pursuit of that goal by our own process.

Sincerely,

Lucy M. Young, Ph. D.  
Assistant Professor, WJU Teacher Preparation Program

*Preparing Professional Educators for Today and Tomorrow* .....

**Steve Paine**

---

**From:** Michael Mullen [mullen@HEPC.WVNET.EDU]  
**Sent:** Monday, March 24, 2003 10:59 PM  
**To:** spaine@access.k12.wv.us; David Stewart  
**Cc:** Bruce Flack; Joyce Daniels; Lloyd Jackson  
**Subject:** Comments on Policy 5100

*J. Flack*

I will be out of town when the board meets in April. I reviewed the draft policy and suggest the following modifications:

1. On page 64 and following, the required score be identified as a raw score and the corresponding national percentile.
2. Any recommended minimum score that is less than the national median be identified and explicitly approved by the board. The Department should provide justification for recommending a score that is below the national median.
3. The requirement to use national median scores would apply to the PPST, Praxis II Content Test, and the Praxis Test components for each area of certification.
4. On page 63, the waiver of the Pre-Professional Skills Test should reflect a more balanced measurement of the candidate's achievement levels. The current value focuses on the composite score on the ACT or the SAT. It is being used as a proxy for separate scores in reading, writing and math. Therefore, it seems logical that the ACT or SAT score in the component subjects be considered as well. For example, a minimum score of 26 on the composite and the relevant components.

The final comment is the result of our analysis of the ACT scores for the graduating class of 2002. There are a number of students who have composite scores above 25 but yet are required to take developmental courses because of low scores in a specific content test. The most common deficiency is in mathematics.

If you have any questions, please call me. I am assuming that you will share these comments with the board and staff in advance of the meeting.

J. Michael Mullen  
Higher Education Policy Commission  
304-558-0699  
304-550-1011 (fax)

**Serena Starcher**

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**From:** Bonnie Ritz [britz@access.k12.wv.us]  
**Sent:** Thursday, March 27, 2003 11:34 AM  
**To:** Serena Starcher  
**Subject:** policy 5100

Serena:

>

>Section 10.3.2, Continuing Program Review Agreements for Non-NCATE Institutions, of proposed policy 5100 Approval of Educational Personnel Programs is a needed addition.

>

>I recommend a wording change in Section 10.2.5, Program Status, of the same policy. The term conditional should be used rather than probationary.

>

Bonnie Ritz, Ed.D.  
Director of Programs and Support Services  
RESA-6  
30 G. C. & P. Road  
Wheeling, WV 26003  
304.231.3806  
304.243.0443 (fax)  
800.234.7372  
<http://resa6.k12.wv.us>

**Serena Starcher**

---

**From:** Bob Harrison [harrisonr@oscar.wvsc.edu]  
**Sent:** Tuesday, April 15, 2003 12:00 PM  
**To:** slstarch@access.k12.wv.us  
**Cc:** harrisonr@oscar.wvsc.edu  
**Subject:** Fw: Policy 5100 Comments

----- Original Message -----

**From:** Bob Harrison  
**To:** sstarcher@access.k12.wv.us  
**Cc:** harrisonr@mail.wvsc.edu  
**Sent:** Tuesday, April 15, 2003 11:52 AM  
**Subject:** Policy 5100 Comments

Serena,

I just wanted to make two comments regarding Policy 5100.

First, I support the adding of an undergraduate reading endorsement and defining the criteria for American Sign Language. When the board adopts Policy 5100, will the Department provide statewide technical assistance for institutions wishing to add the undergraduate reading preparation program? Also, since there is a critical shortage of reading teachers, will the Department grant a waiver from the Program Review Board process to expedite the beginning of the undergraduate programs in reading?

Second, I would like to see the Program Review Board eliminated. The Program Review Board was created in 1999 before the Legislature enacted legislation that defined more rigorous standards for the governance of higher education programs in the state. Part of this legislation contained criteria for new program design, development and review. The current Program Review Board process creates an unnecessary minimum of 3 months of delay from the time an institution's governance structure approves a new program and the time when the State Board finally acts to approve a new program. If the State Board is truly committed to expediting educational innovation to meet the staffing needs of the public schools, then the Program Review Board is a barrier in the process. Either eliminate the Program Review Board, or find a way to coordinate/streamline this process and reduce the 3 months waiting time from the time when an institution's governing board approves a new program and the state approves a new program.

Thank you,

Robert L. Harrison, Jr.  
Assistant Professor of Education  
West Virginia State College  
Institute, West Virginia  
304-766-3246

Educational Theory & Practice  
**West Virginia University**  
College of Human Resources and Education  
PO Box 6122  
Morgantown WV 26506-6122

REC'D APR 18 2003

April 14, 2003

Serena Starcher, Coordinator  
Office of Professional Preparation  
West Virginia Department of Education  
Building 6, Room 252  
1900 Kanawha Boulevard East  
Charleston, WV 25305-0330

Dear Serena,

I am writing this letter to share my perspectives on a few of the proposed changes to Policy 5100 Approval of Educational Personnel Programs which is now open for comment.

As a faculty member at WVU for the past 20 years, I have been involved in the development and delivery of the certification/degree programs in Severe/Multiple Disabilities (the only program in the state that trains personnel in Severely/Profoundly Impaired) and in Early Intervention/Early Childhood Special Education (the statewide program that trains most of the personnel in Preschool Special Needs). As a result, I am well-versed in the certification requirements in each of these areas as well as the many changes that have occurred over two decades.

First, I would like to support the decision to eliminate the certification category in Developmentally Delayed( PreK through Grade 4) to leave only Preschool Special Needs (Pre-K through K). It is very difficult to adequately prepare individuals who have the skills to serve the broad range of needs required by birth to three, preschool and kindergarten as well as developmental disabilities, delays, and at risk conditions. If we would have to also add content to develop skills for Grades 1 through 4, we would need to add coursework and practicum experiences to the existing programs and we would have to assist personnel in not only working from a developmental model appropriate for younger children but also an academic model appropriate for elementary grades, a task I consider nearly impossible for the preparation program as well as for the individual practitioner. I'm very happy that our concerns about the Developmentally Delayed category have been acknowledged in the proposed policy changes.

Next, I was surprised to see that the Praxis Test in Principles of Learning and Teaching appears as an existing requirement for certification in both Severely/Profoundly Impaired and preschool Special Needs, since it has not been required in the past. WVU has had several hundred graduates successfully earn teaching certification in these categories over the years without having to take this test. The reason the test was not considered appropriate is because neither of these programs address academic strategies; the SMD program focuses on functional programs to develop basic and life skills, while the EISE program focuses on developmentally appropriate practice. We do not believe that teachers in either of these two categories need the PLT content and the approved programs have never contained such content. I hope this mistake can be corrected before the Policy is approved and that there is no desire to change the requirements for these two programs. I also have some concern about the use of the Praxis Test in Core Content Knowledge for Severely/Profoundly Impaired because this program does NOT and NEVER has shared a set of core courses with the other mild disabilities programs so it is possible that some of this content is inappropriate and/or graduates may not have the skills to pass this test.

**Curriculum & Instruction**

304 293-3441  
Fax: 304 293-3802

**Literacy Studies**

304 293-4769

**Special Education**

304 293-3450  
Fax: 304 293-6834

Finally i would like to argue one more time (I have done this on at least three prior occasions with your predecessors) that the state change the label of the Severely/Profoundly Impaired category. The document itself recognizes that this category is aligned with what the Council for Exceptional Children terms Severe and Profound Disabilities and I would really like to see either this term or the term Severe/Multiple Disabilities (which I prefer) used. The use of severe/profound causes many people to associate this category with mental retardation (and its stigma and stereotype), when in fact studentrs may have a wide range of disabilities. Continuing to use this old terminology is somewhat demeaning to individuals with such conditions, is not consistent with what is happening in the field, and may deny some children appropriate services. I implore you to consider a different term for this category and to make the change now and not put it off any longer.

Please let me know if you need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Barbara L. Ludlow". The signature is fluid and cursive, with a large initial "B" and a long, sweeping tail.

Barbara L. Ludlow, Ed.D.  
Professor and SMD/EISE Program Coordinator

**RESPONSE FORM**

Policy 5100-Approval of Educational Personnel Programs

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

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Individual/Organization: **Ronald Childress**  
**Vice President for Graduate Studies and**  
**Dean of the School of Education and**  
**Professional Development**

Address: **Marshall University Graduate College**  
**100 Angus Peyton Drive**  
**South Charleston, WV 25303**

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**§126-114-1 General**

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**§126-114-3 Purpose**

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**§126-114-4 Authority of the WVBE**

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**§126-114-5 Definitions**

**5.13.1 Initial Approval Status - Instead of the five year time period, a schedule that would follow the Institution of Higher**

**Education's NCATE rotation should be implemented.**

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

**6.4.2 Educator's Assessment and Proficiency levels**

**B. Performance Assessment - This description outlines a system for performance assessment and could be labeled more appropriately "Performance Assessment System."**

**F. Paragraph starts "Each candidate completing..." According to the policy, candidates must complete a field-based and/or clinical experience at "each programmatic level." This requirement is impossible to attain with unspecified or PreK-Adult programs where there are five different programmatic levels. For these such programs, the requirements should be a placement at three of the five levels. Additionally, current proposed changes to 5202 simply grants a Pre-K to Adult authorization without additional field placements. There is no sunset date to this provision.**

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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**

**8.2.11 Program modifications - Providing minor changes such as addition/deletion of courses and modifications in course content to the EPPACs will slow the change process dramatically, as those groups only meet twice a year. The institution should be able to monitor minor changes and report them to WVDE. It should also be up to the institution to decide what constitutes a substantive change that would require submission to the EPPAC.**

**8.4.1 Prerequisite Endorsements & Restrictions**

**"The 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." The sentence is not needed because programmatic levels for these programs are designated in Appendix D. However, if the sentence remains in the policy, "hearing impaired" needs to be changed to reflect the new program name - "deaf and hard of hearing."**

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

**10.3.1 and 10.3.2** A reminder that public school employees should be eliminated from the pool of applicants as per meeting with Ron Childress, Jack McClanahan, Serena Starcher and Karen Huffman.

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**§126-114-10 Educator Preparation Program Approval Process**

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**§126-114-11 Educator Preparation Program Review Board**

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**§126-114-12 Annual Reports**

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

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**§126-114-15 Technical Assistance**

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**§126-114-16 Federal Monitoring**

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**§126-114-17 Severability**

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**§126-114 Appendix A-1**

**What is the source of this conceptual foundation? From what research are these elements drawn?**

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**§126-114 Appendix A-2**

**What is the source of these standards? From what research are the standards drawn?**

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**§126-114 Appendix A-3**

**What is the source of these standards? From what research are the standards drawn?**

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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**

**General Math through Algebra I has a footnote that indicates no licenses with that**

**endorsement will be issued after July 1, 2005 High school and vocational centers need general math teachers through grade 12 because comprehensive math teachers generally teach the upper level courses.**

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§126-114 Appendix E

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General Comments

If an endorsement in American Sign Language is available, there may be pressure for colleges to create programs when it's really not feasible to run a program that would attract such a small of number candidates.

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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.**

## RESPONSE FORM

### Policy 5100-Approval of Educational Personnel Programs

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

Individual/Organization: Dr. Jane McKee, Associate Dean for Academic Programs

College of Education and Human Services, Marshall University

Address: One John Marshall Drive

Huntington, WV 25575

#### 126-114-1 General

#### 126-114-3 Purpose

#### 126-114-4 Authority of the WVBE

#### 126-114-5 Definitions

##### 5.13.1 Initial Approval Status

If teacher education program approval were on the same cycle as the NCATE cycle, the institutions would greatly benefit. That cycle might be five years or it might be seven years.

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

Paragraph following the letter F in 6.4.2

To have a field-based and/or clinical experience at each programmatic level for a program that requires FIVE experiences would be an extremely difficult attainment. I am referring to PreK-Adult programs. TEAC has suggested a placement at THREE of the FIVE levels.

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

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

### **8.2.11 Program Modifications**

This section of the Policy would make important curriculum changes even more difficult to accomplish. Since EPPAC only meets once a semester, it would almost paralyze any type of change in courses. The College of Education and Human Services should be the agency that makes minor changes necessary to strengthen programs. The College will know when there are substantive changes that need to be reviewed by EPPAC.

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

## **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**

## **126-114-17 Severability**

**126-114 Appendix A-1**

Could we get some background on the conceptual foundation? What is the knowledge base? What standards were used?

**126-114 Appendix A-2**

Could we get some background on the standards? From what research/knowledge base are they drawn?

**126-114 Appendix A-3**

Are these standards connected to a certain set of standards?

**126-114 Appendix A-4**

I see that these standards are adopted from the Interstate Schools Leaders Licensure Consortium's Standards for School Leaders.

**126-114 Appendix A-5**

I know these are NCATE standards.

**126-114 Appendix B**

**126-114 Appendix C**

**126-114 Appendix D**

**126-114 Appendix E**

**General Comments**

I find it very disturbing that the excellent, high standards to which SCDEs are held in Policy 5100 seem to just disappear in the certification information in Policy 5202.

**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.**

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**West Virginia Department of Education**

**1900 Kanawha Boulevard East**

**Charleston, WV 25305**

(Phone List by Topics)    (Staff Phone and Email by Name)    (School Directory)

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## Serena Starcher

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**From:** Sally Digman [digmansh@mail.ab.edu]  
**Sent:** Tuesday, April 15, 2003 3:12 PM  
**To:** slstarch@access.k12.wv.us  
**Cc:** digmansh@mail.ab.edu  
**Subject:** Comments on policies

Serena,

I'm sending you comments on the policies because I could not figure out how to send comments via the webpage. Sorry. Hope you can forward these to whoever would be getting them.

Policy 5100:

p. 11 Need to return policy for content specializations from Prek-Adult to saying 3 out of 5 levels of field experiences are adequate, rather than needing a significant placement for each programmatic level. This would be impossible.

p. 58 Appendix D - why are all other programs that used to be K-12 now Prek-Adult except special ed areas? Why not Autism, BD, Gifted, MI, MC, LD? Just curious.

p. 91 under Multi-categorical, add a note that says it's okay for students to have taken all three individual tests OR the 0542, that either way will work. (for those who already had two and just took the third test for example)

Policy 5202

p. 5 the top section of the page (b) suggests that if you have a major in the content area you don't need the content Praxis test. We need to have them take the test, right? for title II, for NCATE?

p. 18-19

.put in this document to see p. 60 section 23.1.3 as you have noted on the summary of changes sheet.

p. 19 9.20 section - this says only 5-12 and 7-12 areas go to adult. What about 9-12 and all other K-12 not already listed in previous sections, such as special education areas?

p. 20, 11.2 - clarify is this means any educator, including subs, or just full-time regular employees

p. 27 - we don't like the automatic multicategorical by classroom experience default plan here. We believe teachers should be required to take course work to prepare them in these areas.

p. 60, m. A. b. clarify that even if you are not currently employed in WV that you can provide a character reference form to fulfill this requirement; and if you are in WV but not employed, that a superintendent can fill out the form.

p. 66 - two years of college coursework or an Associate's degree is typically at least 60 credits. 48 is bare minimum of a full-time student and is not considered a normal load for two years of college.

Sal

Dr. Sally H. Digman, Chair  
Division of Education & Special  
Programs  
Alderson-Broadus College

**Karen Huffman**

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**From:** Brenda Wilson [wilsonbr@oscar.wvsc.edu]

**Sent:** Tuesday, April 15, 2003 9:18 AM

**To:** Karen L. Huffman, Ed. D., Assistant

**Subject:** Comments on P 5100 section 5.8

In section 5.8 it says that field experiences are "structured to ensure maximum exposure to diverse (multi-cultural), at-risk, and special needs learners." At WVSC, we track our field placements to ensure significant training experiences in placements where there are minority students, at risk students and students with disabilities. The word "maximum" concerns me, and I would prefer the word significant. I can ensure significant exposure to diverse and at risk students, but I don't know how to determine when the exposure to diverse and at risk students is maximal, and I'm not sure I want to ensure maximum exposure to diverse and at risk students, since I want to ensure significant exposure to all kinds of different students and classrooms.

Brenda Wilson, Interim Chair of Education  
West Virginia State College

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## Karen Huffman

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**From:** Brenda Wilson [wilsonbr@oscar.wvsc.edu]

**Sent:** Tuesday, April 15, 2003 9:45 AM

**To:** Karen L. Huffman, Ed. D., Assistant

**Subject:** Comments on P 5100 section 8.2.11

I'm new to administering teacher education programs, but it is my understanding that program modifications are submitted to EPPAC, and then the changes are summarized and presented to the WVBE in the annual report. I would like the wording of this section to reflect this procedure, since I do not want to submit changes twice, once in a letter and once in the annual report.

Brenda Wilson, Interim Chair of Education  
West Virginia State College

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## Karen Huffman

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**From:** Brenda Wilson [wilsonbr@oscar.wvsc.edu]

**Sent:** Tuesday, April 15, 2003 9:59 AM

**To:** Karen L. Huffman, Ed. D., Assistant

**Subject:** Comments on P 5100 Appendix E

In the required tests section, you need to remove the Principles of Learning and Teaching (K-6) from the Pre-School Special Needs area. This was not required in the existing policy. This test does not reflect the pedagogical content needed for Pre-School Special Needs. Remove this test from the proposed Policy.

Brenda Wilson, Interim Chair of Education  
West Virginia State College  
PO Box 1000  
Institute WV 25112  
304-766-3253

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