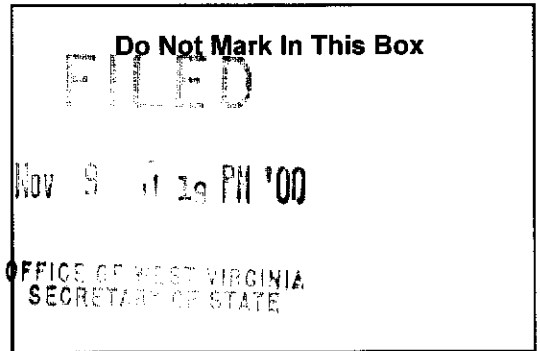


WEST VIRGINIA
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5



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, 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 XX 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 December 9, 2000

William J. Luff, Jr.
Associate State Superintendent of Schools

EXECUTIVE SUMMARY

POLICY 5100: APPROVAL OF EDUCATIONAL PERSONNEL PROGRAMS

PUBLIC COMMENT PERIOD ENDED: OCTOBER 17, 2000

Background

During the summer of 2000, the Office of Professional Preparation conducted eight regional supply and demand fact-finding forums. The meetings were well-attended by both representatives of institutions of higher education and county school systems. As a result of these dialogues, changes are being proposed to Policy 5100, Approval of Educational Personnel Programs. The changes are designed to help alleviate shortages in special education, to accommodate the augmentation of the preschool curriculum with services provided by music, art, and physical education specialists, and to better reflect national trends and West Virginia programs in administrative specializations.

Proposed Policy Amendments

- Allow for the waiver of the Pre-Professional Skills Tests for candidates for certification holding a master's degree
- Establish term limits for Program Review Board members
- Allow for the completion of special education certification programs at the graduate level without the completion of another general education or vocational education endorsement
- Allow candidates who have completed secondary general education endorsements and the basic skills requirements to receive special education endorsements at the K-12 programmatic level
- Restore the early education programmatic level to PreK-K instead of PreK only
- Modify the programmatic levels for programs in the following endorsement areas to accommodate pre-school and adult students: Art, English as a Second Language, Music, Physical Education, and School Library Media
- Modify the grade level filing options for Japanese and Spanish programs to make them consistent with other foreign language programs
- Expand the grade level filing options for dance endorsement programs
- Allow for the creation of autism endorsement programs which are separate from behavior disorders programs
- Replace the educational leadership endorsement program with general supervision, principal, and superintendent endorsement programs reflecting no grade levels

Summary of Comments

Comments were received from four individuals. Two of the four respondents objected to allowing secondary teachers to become certified in special education areas at the K-12 level without completing an elementary education endorsement program.

**TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION**

SERIES 114

APPROVAL OF EDUCATIONAL PERSONNEL PROGRAMS (5100)

(REPLACEMENT POLICY)



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FILED

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

Nov 9 11 19 PM '00

OFFICE OF 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 state approval to operate an educational professional preparation program leading to West Virginia licensure in an institution of higher education.

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

1.3. Filing Date. - November 9, 2000

1.4. Effective Date. - December 9, 2000

1.5. Repeal of former rule.- This legislative rule repeals and replaces West Virginia Code §126CSR114, Policy 5100.

§126-114-2. Summary.

2.1. This rule outlines the framework for developing, implementing and approving educational personnel preparation programs. Major program components are defined, assessment instruments and/or procedures are identified, and the minimum proficiency levels are prescribed for the state-adopted instruments. Program approval criteria for program implementation are also identified.

§126-114-3. Purpose.

3.1. The purposes of this policy are to: a) establish a collaborative process for program approval; b) improve educational personnel preparation programs and potential educational personnel by incorporating program guidelines based on research and best practices; and c) ensure that those who are prepared for employment in the public schools have achieved the skills and knowledge necessary to function as entry-level members of the profession. This policy relates only to the approved teacher education program element of licensure. Hence, the policy does not supersede any licensure requirements mandated by West Virginia Code and/or West Virginia Board of Education (Board) rules outlined in Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications.

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

§126-114-4. Authority of the West Virginia Board of Education.

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

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

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

4.4. The West Virginia Board of Education acknowledges that the governing boards of public higher education institutions and the appropriate governing body of a private higher education institution may establish standards and accreditation procedures, including a requirement that the institution(s) attain National Council for Accreditation of Teacher Education (NCATE) accreditation for the teacher education programs under their respective jurisdictions. The West Virginia Board of Education 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 §126-114-11.1. that: a) respect any applicable standards or accreditation procedures, whether established by the West Virginia Board of Education or the higher education governing board(s) or body(ies), and b) emphasize cooperation, minimize duplication, and specify the process and materials to be covered in the review.

§126-114.5. Definitions.

5.1. Accredited Institution of Higher Education. - A college or university accredited: 1) by the official accrediting agency of the state in which the institution is located and, 2) by one of the six (6) regional accrediting agencies recognized by the National Commission on Accrediting (Middle States, New England, Northwest, North Central, Southern, and Western Associations), the American Association of Bible Colleges, the Association of Independent Colleges and Schools or the Association of Theological Schools, to award degrees at a stipulated level, i.e., bachelor's degree, master's degree, and/or doctorate degree.

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

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

5.4. Authorized Agency. - The state agency designated by the West Virginia Board of Education to administer program approval standards and procedures approved by the Board. Currently, the West Virginia Department of Education serves as the Board's authorized agency.

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

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

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

5.8. Instructional Roles for Selected Educators.

5.8.1. The special education teacher may assume the following roles.

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

OR

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

OR

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

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

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

OR

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

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

5.10. NCATE. - National Council for the Accreditation of Teacher Education. 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.

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5.11. 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 as "the Unit."

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

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

§126-114-6. Authorization and Accreditation Requirements.

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

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

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

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

7.2. Preprofessional Skills Component.

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

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

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

7.2.4. PPST Waivers. - In lieu of taking the state approved Pre-Professional Skills Tests, prospective educators completing Board 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 West Virginia Board of Education 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.

7.3. Content Specialization Component.

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

- a. West Virginia Board of Education instructional goals and objectives for the public school curriculum pertaining to the specialization.

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

- c. West Virginia Board of Education adopted specialization standards.

d. Content description(s) for the Praxis II tests identified for the specialization in West Virginia licensure requirements.

e. Institutionally identified goals and objectives.

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

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

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

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

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

7.4. Professional Education Component.

7.4.1. 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 description of its prospective professional educator by identifying the knowledge, skills, behaviors, attitudes and values it expects to develop and assess. The description will serve as the foundation on which the institution will base its curriculum and implement the clinical experiences for prospective teachers. Professional education standards for teachers are listed in Appendix C-1. The educational technology skills for this component are listed in Appendix B, section 3.0.

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

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

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

7.4.3. Educator's Assessment and Proficiency Levels.

a. Professional Knowledge Assessment and Proficiency Levels. - Candidates completing a West Virginia approved program for the initial teaching license shall 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. The institution shall establish the assessments and acceptable performance levels for the educational technology skills associated with the professional education component.

b. Performance Assessment. - Each candidate's performance in the clinical portion of the program shall be assessed by the administration of the institution's performance assessment instrument(s). The culminating performance assessment shall be administered by a local team comprised of the higher education supervisor and public school cooperating personnel. Verification that the candidate has attained the established proficiency level shall be determined by both the college supervisor(s) and the public school cooperating personnel except when a public school cooperating teacher with the appropriate experience and/or training is not available to administer the performance assessment, an institution-based clinical supervisor may be designated in lieu of the public school supervisor to conduct the assessment and verify the proficiency level.

Each candidate completing an approved program for the initial Professional Teaching Certificate shall spend a minimum of twelve weeks in the clinical portion of the performance assessment unless he/she is able to demonstrate to the satisfaction of the college supervisor and the cooperating teacher that he/she has satisfied the proficiency level in less than the specified time. The candidate must be assessed during the culminating assessment in at least one specialization for which he or she is requesting licensure. The institution is also required to provide the candidate with meaningful field-based experiences with students at each programmatic level for which he or she anticipates licensure.

The elementary education specialization, K-6, is the only exception to the programmatic level coverage for required field based experiences at each programmatic level for which the candidate anticipates licensure. A placement in any grade including kindergarten and extending through grade six will satisfy the programmatic level requirement. This exception for elementary education cannot be used to satisfy the requirement for other specializations that require experiences in grades 5-9. If the candidate combines elementary education with another specialization, the required

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

§126-114-8. Program Components, Descriptions, and Assessments for Student Support and Administrative Specializations.

8.1. 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 state-approved program requirements.

8.2. Preprofessional Skills Component. - All provisions of this component described for teaching specializations (see §126-114.7.2 above) apply for student support and administrative specializations.

8.3. Content Specialization Component. - All provisions of this component described for teaching specializations (see §126-114.7.3 above) apply for student support and administrative specializations except in 126-114-7.3.1., item a, West Virginia Board of Educational instructional goals and objectives for the public school curriculum pertaining to the specialization.

8.4. Professional Education Component.

8.4.1. 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 Appendix C-2.

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

a. Performance assessment instruments and procedures shall be based on the professional education standards in Appendix C-2 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.

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8.4.3. Educator's Assessment and Proficiency Levels.

a. Professional Knowledge Assessment and Proficiency Levels. - Each candidate completing a West Virginia institution's approved program shall be assessed by administration of the institution's performance instrument(s) and procedures. 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.

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

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

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

§126-114-9. Additional Approved Program Requirements.

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

9.2. The Educational Personnel Preparation Advisory Committee (EPPAC). - Each institution of higher education that offers an educational preparation program shall have an Educational Personnel Preparation Advisory Committee which consists of representatives from college and university educators, public school administrators and classroom teachers. The liaison to the institution from the authorized agency shall serve in a nonvoting role. EPPAC serves as an advisory body to the institution's chief educational personnel preparation officer in developing and reviewing all programs and policies for the preparation of educational personnel within the institution. The EPPAC shall meet at least once a semester and shall review matters pertaining to the preparation and licensure of personnel including the following:

9.2.1. New and revised preparation programs.

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9.2.2. Admission, retention and exit criteria.

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

9.2.4. Educational technology activities and assessments.

9.2.5. Annual testing and supply/demand reports.

9.2.6. State and national program reviews and findings.

9.2.7. State educational preparation and licensure policies and statutes.

9.2.8. Recruitment of students.

9.2.9. Clinical and field experiences.

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

9.3. 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).

9.4. Specialization Prerequisites, Restrictions and Timelines.

9.4.1. Prerequisite Endorsements and Restrictions. - Early education, severe/profound and developmentally delayed must be taken in combination with elementary education or early childhood education. Special education approved programs shall be completed in combination with a general education or vocational specialization leading to an endorsement on a Professional Teaching Certificate with the exception of special education approved programs offered at the master's level. A basic skills (reading/language arts, and mathematics) component in addition to the special education content specialization is required for educators with secondary, middle, or single subjects specializations in kindergarten through grade twelve and for candidates completing an initial certification in special education at the master's level to add the following specializations: behavior disorders, mentally impaired (mild/moderate), specific learning disabilities and multi-categorical. Candidates with an elementary specialization or early childhood specialization have satisfied the basic skills and are eligible to pursue licensure requirements for grades K-12 in the following specialization education categories: behavior disorders, mentally impaired (mild/moderate) specific learning disabilities and multicategorical. The vision impaired and hearing impaired specializations will not reflect programmatic levels restrictions thus allowing the candidate to provide instructional support services to students and teachers at any programmatic level. A candidate for the gifted

specialization at the elementary level will be eligible for gifted in the grade levels reflected on the elementary or early childhood endorsement appearing on the candidate's license. Candidates for gifted in grades 5-12 or 5-9 must hold a general or vocational specialization for grades 5-12 or K-12 or 5-9.

9.5. Validity of Test Scores and Required Assessments

9.5.1. Validity Period. - The validity period for a test and a passing score is ten years from the date on which the candidate passed the examination. 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. A candidate whose test scores exceed the ten-year validity period at the time of application for licensure is required to satisfy current tests and passing scores.

9.5.2. 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.

9.5.3. 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.

9.5.4. 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.

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

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

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

§126-114-10. Program Review Board.

10.1. Program Review Board Members. - The Program Review Board shall be comprised of six members from a pool of trained evaluators and shall include the following: three (3) representatives from higher education (a representative from each of the following: Board of Trustees, Board of Directors and West Virginia independent colleges) and three (3) representatives from public education, grades K-12. The Board of Trustees, the Board of Directors and the West Virginia Foundation for Independent Colleges shall each appoint one member and the State Board shall appoint the public school members. The Board members' terms shall be for three years with the exception of the initial board members whose terms shall be staggered to promote continuity in the Board's membership. A Program Review Board member must exempt himself or herself from deliberations and actions related to an institution's status if he/she is an employee of that institution or served as a team member during the institution's program review. Program Review Board members may not be appointed to serve more than two consecutive terms. The authorized agency shall appoint one of its members to serve as a nonvoting liaison to the Program Review Board. The Chairperson of the Professional Preparation Committee of the West Virginia Commission for Professional Teaching Standards or her or his designee will serve a one-year term as an ex-officio member of the Program Review Board. This designation shall be made annually following the Chairperson's election to that office.

10.2. Functions of the Program Review Board. - The primary function of the Program Review Board is to: review the findings of the State Team Reports from the state on-site reviews or other documents deemed appropriate or relevant to the approval status of the educational personnel preparation program; review proposed content specializations; solicit from institutional staff and/or team members clarification on questions that might arise during the review of materials;

and recommend approval to the West Virginia Board of Education for only those educational personnel preparation programs and/or their components which satisfy the state criteria. The Program Review Board shall meet at least once each semester unless no materials have been submitted to the Board for review and recommendation.

10.3. Program Review Board Options. - The Program Review Board may recommend to the West Virginia Board of Education that a new content specialization or a continuing program and/or any of its components be approved for implementation. Any new content specialization recommended for implementation will be recommended for approval until the institution's next state on-site review. If the Program Review Board determines and verifies in its written report that a proposed new content specialization has serious weakness(es) or lacks verification that the standards have been met, the Program Review Board may withhold its recommendation for program implementation. When the findings in the State Team Report verify that a content specialization and/or its components has serious weaknesses or the program lacks adequate documentation validating that the program is in compliance with the standards, the Program Review Board may withhold its recommendation to the West Virginia Board of Education to grant continuing program approval. Procedures for the operation of the Program Review Board are outlined in the Guidelines for the Submission of New Content Specializations and the Guidelines for On-Site Review Procedures.

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

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

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

11.3. Granting of Approved Program Status. - The West Virginia Board of Education is the statutory body with the authority to recognize educational personnel preparation programs leading to the licensure of educators to serve in the public schools of West Virginia. The approval status granted by the State Board shall be consistent with the options used by the Program Review Board.

§126-114-12. Technical Assistance.

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

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

12.3. Technical Assistance in the Implementation of an Action Plan. - The institutional and authorized agency representatives shall develop a mutually acceptable action plan. The action plan may or may not call for expertise from a technical assistance team. The representative from the authorized agency shall agree, to the extent possible, with the institution's administrator in the selection of the technical assistance team members to assist in the development of a solution that shall be monitored by the authorized agency and, if needed, by the technical assistance team.

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

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

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

13.1. Experimental Programs. - An institution currently operating approved educational personnel preparation programs may seek approval for an experimental personnel preparation program in a teaching, student support services or administrative area where there is no current West Virginia Board of Education approved specialization leading to West Virginia licensure provided the self-study contains sufficient justification to warrant the new specialization. The institution is encouraged to collaborate with the authorized agency during the program's initial planning stage. The institution must identify the program objectives for the experimental program from which the curriculum shall be developed. All aspects for the review and approval of an experimental program, other than state adopted program objectives, are the same as those outlined in §126-114-13 for a new content specialization. The experimental program's self-study must comply with the guidelines adopted by the authorized agency.

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

13.3. Program Guidelines. - An institution that seeks approval to offer an experimental program or a waiver of current policy must submit the proposal in research format by clearly indicating the objective of the project, the persons and agencies involved, the duration of the project, the assessment procedures and time lines, and the project coordinator. The institution must also agree to prepare and submit a summary of its findings to the Program Review Board, the West Virginia Commission for Professional Teaching Standards and the authorized agency.

§126-114-14. Modifications Within Currently Approved Programs.

14.1. Program Modifications. - Substantive program modifications, e.g., addition or deletion of courses, significant changes in course content or clinical experiences, must be submitted to the EPPAC for review. Following the EPPAC review, the institution's administrator for educational personnel preparation programs shall submit a letter summarizing the nature of changes and a new curriculum summary sheet to the authorized agency. The authorized agency shall acknowledge by letter to the institution's administrator for education personnel preparation program its acceptance or rejection of the modification. If accepted, the modification shall be incorporated into the institution's approved program materials on file at the authorized agency.

§126-114-15. Annual Reports.

15.1. Annual Progress Reports. - Each institution with a state approved program shall report annually to the authorized agency on its progress to: a) meet any program component standards that are not fully met as identified by the Program Review Board for new content specializations and/or reports from the state on-site review team, b) implement new legislative or West Virginia Board of Education initiatives or policies that impact on the qualifications and preparation programs for new educational personnel, c) address any new program criteria that require implementation by the

institution prior to the comprehensive or continuing on-site reviews, and d) maintain current program descriptions by identifying the major changes and initiatives undertaken during the past academic year. The authorized agency shall review the annual reports for compliance with the state criteria specified for the annual report and for ongoing performance indicators. If the authorized agency has concerns about the quality of the program based on these reports or other accepted performance indicators, these concerns shall be identified in a written notice to the institution. Any weakness and/or concerns identified through the program approval process shall be monitored annually by the authorized agency which is responsible for making a recommendation concerning program status to the Program Review Board. Such recommendations shall be accompanied by a data base and/or documents from the institution and/or authorized agency. Efforts will be undertaken to collaborate with institutions in the development of the annual report data base and narrative required for accreditation by NCATE or by the American Association of Colleges for Teacher Education (AACTE).

15.2. Annual Data Report. - All institutions shall contribute annually to the data base related to the licensure and preparation of educational personnel and to the follow-up of the institution's graduates to ensure an adequate assessment of the state's supply and demand for educational personnel.

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

§126-144-16. Approval Procedures for New Institutions.

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

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

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

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

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

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APPENDIX A
PREPROFESSIONAL SKILLS
FOR
SPEAKING AND LISTENING

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**APPENDIX A
PREPROFESSIONAL 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.

**APPENDIX A
PREPROFESSIONAL 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.

PREPROFESSIONAL LISTENING SKILLS

1.0. Literal Comprehension

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

- 1.1. Thesis. Recognize and paraphrase accurately the central idea in an oral message.
- 1.2. Main Ideas. Identify accurately the main points that make up the thesis of the oral message.
- 1.3. Supporting Materials. Recognize accurately the details or evidence supporting the main points of an oral message.
- 1.4. Directions. Restate accurately directions and instructions.
- 1.5. Diction. Accommodate nonstandard articulation or dialectal patterns to achieve accuracy of intended meaning.
- 1.6. Suspending Judgment. Listen nonjudgmental 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.

PREPROFESSIONAL LISTENING SKILLS

3.0. Critical Comprehension

- 3.1. Ideas. Evaluate the thesis, main points, and supporting material of the message.
- 3.2. Fact and Opinion. Distinguish between observation and inference.
- 3.3. Information and Persuasion. Distinguish between informative and persuasive messages.
- 3.4. Persuasive Techniques. Identify a variety of reasoning techniques and motive appeals used in oral messages.
- 3.5. Drawing Conclusions. Analyze and synthesize multiple messages and draw defensible conclusions.
- 3.6. Assessing Credibility. Distinguish between the subjective attitude toward the speaker and the content of the message.

APPENDIX B

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

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**APPENDIX B
TECHNOLOGY OBJECTIVES**

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

1.0. Preprofessional Skills

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

**APPENDIX B
TECHNOLOGY OBJECTIVES**

2.0. Content Specialization

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

**APPENDIX B
TECHNOLOGY OBJECTIVES**

3.0. Professional Education

3.1. Demonstrate awareness of technology resources for adaptive assistive devices for students with special needs.

3.2. Identify computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.

3.3. Explore, evaluate, and use computer/technology resources including applications, tools, educational software and associated documentation.

3.4. Describe current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.

3.5. Design, deliver, and assess student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.

3.6. Design student learning activities that foster equitable, ethical, and legal use of technology by students.

3.7. Practice responsible, ethical and legal use of technology, information, and software resources.

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APPENDIX C
PROFESSIONAL EDUCATION STANDARDS

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APPENDIX C-1
PROFESSIONAL EDUCATION STANDARDS FOR TEACHING SPECIALIZATIONS

Source Code: N=NCATE Unit Standards or Indicators
 S=Board Policies or Priorities
 P=Praxis Principles of Learning Test Descriptors
 I=Interstate New Teachers Assessment Support
 Consortium (INTASC) Standards

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

1.0. Program of Study

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

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

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

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

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

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

2.0. Classroom Climate

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

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

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

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

APPENDIX C-1
PROFESSIONAL EDUCATION STANDARDS FOR TEACHING SPECIALIZATIONS

3.0. Instruction/Management

- 3.1. Incorporate developmentally appropriate physical motor, social-emotional, intellectual, and creative emotional development in the instructional management plan. (N, S, P, I)
- 3.2. Demonstrate the application of appropriate methodology and educational technology resources in the content area(s). (N, S, P)
- 3.3. Use appropriate instructional strategies and management techniques in the management of individuals, and small and large groups. (N, S, P)
- 3.4. Implement instructional strategies that facilitate the development of a student's creative and critical thinking and problem-solving abilities. (N, S, P, I)
- 3.5. Employs effective management techniques to promote appropriate student behavior and to support learning. (N, S, P)
- 3.6. Incorporate principles of multiple intelligences and learning styles into the management practices and instructional strategies.(N)
- 3.7. Understand the theoretical bases for the reading process and incorporate reading strategies into the instructional process, particularly word identification and vocabulary, comprehension, and study strategies.(S)

4.0. Student Progress

- 4.1. Conduct and document reliable assessments of students' academic and social progress. (N, S, P, I)
- 4.2. Use results from the West Virginia testing program to enhance student learning. (S)
- 4.3. Use students' academic assessment data in planning and evaluating instruction.(N, S, P)

5.0. Professional Roles and Communication

- 5.1. Use appropriate oral and written communication processes with students, parents, coworkers and others. (N, S, P)
- 5.2. Assume a professional role in teaching students, and in collaborating with colleagues and parents. (N, S, P, I)
- 5.3. Practice ethical procedures advocated by the profession. (N, S)
- 5.4. Analyze and reflect on instructional methodologies and strategies for self evaluation and improvement. (N, S, P)

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

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

1.0. Student Services/Programs

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

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

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

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

2.0. Professional Role

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

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

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

2.4. Understands and utilizes ethical practices.

3.0. Schools and the Education Community

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

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APPENDIX D

SPECIALIZATIONS RECOGNIZED ON THE PROFESSIONAL LICENSE

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**APPENDIX D
SPECIALIZATIONS RECOGNIZED
ON THE PROFESSIONAL CERTIFICATE**

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

Any Modern Foreign Language	K-12, 5-12, 5-9
Art	Not specified, 5-12, 5-9
Biology	9-12
Chemistry	9-12
Computer Science Education	5-12
Driver Education (Safety Education)	9-12
Dance*	9-12, K-12, 5-12
Early Childhood Education	K-4
Early Education	PreK
Elementary Education	K-6
English	5-12, 5-9
English as a Second Language	Not specified
French	K-12, 5-12, 5-9
General Math through Algebra I	5-12, 5-9
General Science	5-12, 5-9
German	K-12, 5-12, 5-9
Health	5-12, 5-9,
Japanese	K-12, 5-12, 5-9
Journalism**	9-12
Latin	5-12, 5-9
Mathematics	5-12, 9-12
Middle Childhood--Professional Development	5-9
Music	Not specified
Oral Communications**	5-12, 5-9, 9-12
Physical Education	Not specified, 5-12, 5-9
Physics	9-12
Preschool Education	Birth-PreK
Reading Specialist ¹	K-12, 5-12, K-6
Russian	K-12, 5-12, 5-9
School-Library Media	Not specified, 5-12, K-6
Social Studies	5-12, 5-9
Spanish	K-12, 5-12, 5-9
Technology Education	5-12
Theatre**	9-12

¹Master's Degree Required

Grade Level Options for Vocational Specializations

Agriculture	5-12
Business Education	5-12, 9-12
Family & Consumer Science	5-12
Marketing	9-12

Grade Level Options for Special Education Specializations

Autism	K-12
Behavior Disorders (Excluding Autism)	K-12, 5-12
Behavior Disorders (Including Autism)	K-12, 5-12
Gifted	K-6, 5-12
Hearing Impaired	Not Specified
Mentally Impaired (Mild/Moderate)	5-12, K-12
Multi-Categorical (BD, MI, SLD)	K-12, 5-12
Developmentally Delayed	PreK-4
Severely/Profoundly Impaired (Severely and Profoundly Handicapped)	Not Specified
Specific Learning Disabilities	K-12, 5-12
Vision Impaired	Not Specified

Grade Level Options for Student Support Specializations

Athletic Trainer	Not Specified
Counselor ¹	Not Specified
Education Audiologist ¹	Not Specified
School Nurse	Not Specified
School Psychologist ¹	Not Specified
Social Services and Attendance	Not Specified
Speech Language Pathologist ¹	Not Specified
Speech Assistant	Not Specified

Grade Level Options for Administrative Specializations

General Supervision ¹	Not Specified
Principal ¹	Not Specified
Superintendent ¹	Not Specified

¹ 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.

APPENDIX E

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

§126CSR114

EXPLANATION OF SYMBOLS ON FOLLOWING TABLES

- ▶ *Indicates the **National Standards** are used in the NCATE folio process.
- ▶ ¹The **test validity period** for a test and a passing score is ten years from the date on which the candidate passed the examination. In those circumstances where the West Virginia Board of Education has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period. See sections 9.5 in Policy 5100 for a more detailed explanation of testing requirements, particularly as they apply to experienced educators.
- ▶ ²The **Pre-Professional Skills Test (PPST)** called Praxis I may be waived provided the candidate: a) holds a terminal degree from an accredited institution of higher education or b) currently holds or has held a West Virginia Professional Teaching, Student Support Services or Administrative Certificate or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989 or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995 or a re-centered SAT score of 1125 beginning April 1995.
- ▶ ³A candidate completing a West Virginia approved program for the initial teaching license shall 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.
- ▶ ⁴A candidate who has successfully completed the National Evaluation Systems (NES) test in behavior disorders, mentally impaired, or specific learning disabilities is not required to satisfy the Praxis II - Special Education: Knowledge-Based Core Principles Test since it is assumed this content was included in the NES special education content test.
- ▶ ⁵For general science in grades 5-12, a candidate may substitute a passing test score for the biology specialization for the Biology test requirement or a passing score for the chemistry or physics specializations may be substituted for the Physical Science test requirement.

GENERAL AND VOCATIONAL SPECIALIZATIONS

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Agriculture	<u>National Standards</u> None <u>Praxis Test Topics</u> Soil Science Plant Science Animal Science Agriculture Economics Agriculture Mechanics Leadership and Supervised Occupational Experience <u>Instructional Goals and Objectives</u> ▶ Forestry	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0700 Agriculture <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 430 152 154 144	174 172 321 318 165 156	174 172 321 318 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Art	<p><u>National Standards for Art Teacher Preparation</u></p> <p><u>Instructional Goals and Objectives</u></p> <ul style="list-style-type: none"> • Reflecting upon and assessing characteristics and merits of their work and work of others • Making connections between visual arts and other disciplines 	<p>PPST²</p> <p>0710 Reading</p> <p>0720 Writing</p> <p>0730 Math</p> <p>or</p> <p>0711 CTB - Reading</p> <p>0721 CTB - Writing</p> <p>0731 CTB - Math</p> <p><u>Praxis II Content Test</u></p> <p>0133 Art: Content Knowledge</p> <p><u>Praxis Test³</u></p> <p>0522 Principles of Learning & Teaching (K-6)</p> <p>or</p> <p>0523 Principles of Learning & Teaching (5-9)</p> <p>or</p> <p>0524 Principles of Learning & Teaching (7-12)</p>	<p>172</p> <p>171</p> <p>172</p> <p>319</p> <p>316</p> <p>317</p> <p>146</p> <p>152</p> <p>154</p> <p>144</p>	<p>174</p> <p>172</p> <p>321</p> <p>318</p> <p>160</p> <p>165</p> <p>156</p>	<p>159</p>

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Biology	<u>National Standards</u> National Science Teachers Association* (NSTA) <u>Instructional Goals and Objectives</u> <ul style="list-style-type: none"> • 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 	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0235 Biology: Content Knowledge <u>Praxis Test</u> ³ 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 152 154 144	174 172 321 318 159 156	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Business Education	<p>National Standards for Business Education</p> <p><u>Instructional Goals and Objectives</u></p> <ul style="list-style-type: none"> • Keyboarding Applications • Word Processing • Business Computer Applications • Machine Transcription 	<p>PPST²</p> <p>0710 Reading 0720 Writing 0730 Math</p> <p>or</p> <p>0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u></p> <p>0100 Business Education</p> <p><u>Praxis Test³</u></p> <p>0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172</p> <p>319 316 317</p> <p>570</p> <p>152</p> <p>154</p> <p>144</p>	<p>174 172</p> <p>321 318</p> <p>165</p> <p>156</p>	<p>174 172</p> <p>321 318</p> <p>159</p>

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Chemistry	<p><u>National Standards</u> National Science Teachers Association* (NASTA)</p> <p><u>Instructional Goals and Objectives</u></p> <ul style="list-style-type: none"> • 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 	<p><u>PPST</u>² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u> 0245 Chemistry Content Knowledge</p> <p><u>Praxis Test</u>³ 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172 319 316 317 150 154 144</p>	<p>174 172 321 318 157 159 156</p>	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Computer Science Education	<u>National Standards</u> International Society for Technology in Education (ISTE)*	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> No Test Required <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 152 154 144	174 172 321 318 165 159 156	

Content Specialization	Standards Required	Required Tests	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Dance	<u>National Standards</u> National Dance Association	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> No Test Required <u>Praxis Test</u> ³ 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 154 144	 156	174 172 321 318 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Driver Education	<p><u>National Standards</u> none</p> <p><u>Praxis Test Topics</u> (page 101)</p> <ul style="list-style-type: none"> • Safe Motor Vehicle Operation and Procedures • Motor Vehicle Laws and Regulations • Automobile Operation and Maintenance • Instruction, Methodology and Evaluation • Driver Responsibilities and Special Knowledge 	<p><u>PPST</u>² 0710 Reading 0720 Writing 0730 Math</p> <p>or</p> <p>0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u> 0867 Safety Education</p> <p><u>Praxis Test</u>³ 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172</p> <p>319 316 317</p> <p>141</p> <p>154</p> <p>144</p>	<p>174 172</p> <p>321 318</p> <p>159</p> <p>156</p>	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Early Childhood Education(K-4)	<u>National Standards Association for Childhood Education International</u> <u>Instructional Goals and Objectives (Grades K-4)</u> <ul style="list-style-type: none"> • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical Education 	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0020 Early Childhood Education <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6)	172 171 172 319 316 317 530 152	174 172 321 318 165	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Early Education (PreK)	National Standards for the Education of Young Children* (NAYC)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0530 Pre-Kindergarten Education <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6)	172 171 172 319 316 317 590 152	 165	174 172 321 318

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Elementary Education (K-6)	<u>National Standards Association for Childhood Education International</u> or NCATE Elementary Performance Standards K-6 <u>Instructional Goals and Objectives (Grades K-6)</u> <ul style="list-style-type: none"> • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical Education • WV Studies 	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0011 Elementary Education: Curriculum, Instruction & Assessment <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9)	172 171 172 319 316 317 148	174 172 321 318 155	174 172 321 318 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
English (Grades 5-12, 9-12)	<u>National Standards</u> National Council for Teachers of English* (NCTE) <u>Praxis Test Topics</u> <ul style="list-style-type: none"> • Literature/Literacy Forms/Devices • Language/Linguistics • Composition/Rhetoric <u>Instructional Goals and Objectives</u> <ul style="list-style-type: none"> • Technology • Work Based Learning 	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0041 English Language, Literature & Composition: Content Knowledge <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 151	174 172 321 318 155	159 156

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
English (Grades 5-9)	National Standards National Council for Teachers of English* (NCTE)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0049 Middle School English <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 152 154 144	 165 156	174 172 321 318 147 159

Content Specialization	Standards Required	Required Tests	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
English as a Second Language (PreK-12)	<u>National Standards</u> National Board for Professional Teaching Standards	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math	172 171 172 319 316 317		174 172 321 318
		<u>Praxis II Content Test</u> No Test Required			
		<u>Praxis Test</u> ³ 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	152 154 144	165 156	159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Family & Consumer Science	National Standards National Association of State Administrators of Family and Consumer Science	PPST ²			
		0710 Reading	172		174
		0720 Writing	171		172
		0730 Math	172		
		0711 CTB - Reading or	319		321
		0721 CTB - Writing	316		318
		0731 CTB - Math	317		
		<u>Praxis II Content Test</u>			
		0120 Home Economics Education	530		
		<u>Praxis Test²</u>			
0522 Principles of Learning & Teaching (K-6) or		152	165		
0523 Principles of Learning & Teaching (5-9) or		154	159		
0524 Principles of Learning & Teaching (7-12)		144	156		

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
French	<p><u>National Standards</u> American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals and Objectives</u></p> <ul style="list-style-type: none"> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Lang. Production • Cultural Knowledge and Understanding • Connections <ul style="list-style-type: none"> • Linguistic • Interdisciplinary • Global 	<p><u>PPST</u>² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u> 0173 French Content Knowledge: (contains listening section)</p> <p><u>Praxis Test</u>³ 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172 319 316 317 131</p>	<p>174 172 321 318 165 156</p>	<p>174 172 321 318 159</p>

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
General Math through Algebra I	<u>National Standards</u> National Council of Teachers of Mathematics* (NCTM)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0067 General Mathematics or 0069 Middle School Mathematics <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 146	 160	174 172 321 318 148

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
General Science (Grades 5-9)	<u>National Standards</u> National Science Teachers Association* (NSTA) <u>Instructional Goals and Objectives</u> <ul style="list-style-type: none"> • 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 	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0439 Middle Childhood Science <u>Praxis Test</u> ³ 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 152 154 144	174 172 321 318 151 165 159 156	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
General Science (Grades 5-12)	<p><u>National Standards</u> National Science Teachers Association* (NSTA)</p> <p><u>Instructional Goals and Objectives</u></p> <ul style="list-style-type: none"> • 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 	<p><u>PPST</u>²</p> <p>0710 Reading 0720 Writing 0730 Math</p> <p>or</p> <p>0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Tests</u></p> <p>0231 Biology: Content Knowledge, Part 1⁵</p> <p>0481 Physical Science: Content Knowledge⁵</p> <p>0432 General Science: Content Knowledge, Part 2</p> <p><u>Praxis Test</u>³</p> <p>0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172</p> <p>319 316 317</p> <p>135</p> <p>133</p> <p>142</p> <p>152</p> <p>154</p> <p>144</p>	<p>174 172</p> <p>321 318</p> <p>140</p> <p>142</p> <p>149</p> <p>165</p> <p>156</p>	<p>174 172</p> <p>321 318</p> <p>148</p> <p>159</p>

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
German	<p>National Standards American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals and Objectives</u> (see objectives for appropriate levels, K-12, 5-12 or 5-9)</p> <ul style="list-style-type: none"> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections <ul style="list-style-type: none"> • Linguistic • Interdisciplinary • Global 	<p>PPST²</p> <p>0710 Reading</p> <p>0720 Writing</p> <p>0730 Math</p> <p>or</p> <p>0711 CTB - Reading</p> <p>0721 CTB - Writing</p> <p>0731 CTB - Math</p> <p><u>Praxis II Content Test</u></p> <p>0181 German: Content Knowledge (contains listening section)</p> <p><u>Praxis Test</u>³</p> <p>0522 Principles of Learning & Teaching (K-6)</p> <p>or</p> <p>0523 Principles of Learning & Teaching (5-9)</p> <p>or</p> <p>0524 Principles of Learning & Teaching (7-12)</p>	<p>172</p> <p>171</p> <p>172</p> <p>319</p> <p>316</p> <p>317</p> <p>132</p> <p>152</p> <p>154</p> <p>144</p>	<p>174</p> <p>172</p> <p>321</p> <p>318</p> <p>165</p> <p>156</p>	<p>174</p> <p>172</p> <p>321</p> <p>318</p> <p>159</p>

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Health	<p><u>National Standards</u> American Alliance for Health, Phys. Ed. Recreation and Dance* (AAHPERD)</p> <p><u>Instructional Goals and Objectives</u></p> <ul style="list-style-type: none"> • Skills Development • Injury Prevention • Personal Health and Wellness • Relationships • Tobacco, Alcohol and other Drugs • Nutrition and Physical Activity 	<p><u>PPST</u>² 0710 Reading 0720 Writing 0730 Math</p> <p>or</p> <p>0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u> 0550 Health Education</p> <p><u>Praxis Test</u>³ 0522 Principles of Learning & Teaching (K-6)</p> <p>or</p> <p>0523 Principles of Learning & Teaching (5-9)</p> <p>or</p> <p>0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172</p> <p>319 316 317</p> <p>620</p> <p>152</p> <p>154</p> <p>144</p>	<p>174 172</p> <p>321 318</p> <p>640</p> <p>165</p> <p>159</p> <p>156</p>	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Japanese	<p><u>National Standards</u> American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals and Objectives</u> (see objectives for appropriate levels, K-12, 5-12, 9-12 or 5-9)</p> <ul style="list-style-type: none"> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections <ul style="list-style-type: none"> • Linguistic • Interdisciplinary • Global 	<p>PPST² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u> No Test Required</p> <p><u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172 319 316 317</p> <p>152</p> <p>154</p> <p>144</p>	<p>174 172 321 318</p> <p>165</p> <p>159</p> <p>156</p>	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Journalism	None	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> No Test Required <u>Praxis Test³</u> 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 154 144	 156	174 172 321 318 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Latin	<u>National Standards</u> American Classical League <u>Instructional Goals and Objectives</u> <ul style="list-style-type: none"> • Communication • Cultures • Connections 	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0600 Latin <u>Praxis Test</u> ³ 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 480 154 144	174 172 321 318 159 156	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Marketing	<p><u>National Standards</u> None</p> <p><u>Instructional Goals and Objectives</u></p> <ul style="list-style-type: none"> • Knowledge of Marketing Education & Comprehensive Procedure • Extensive Human Relations Skills • Effective Job-Seeking, Job-Keeping and Job-Learning Skills • Basic Cashiering and Math Skills • Marketing Fundamentals • Marketing Careers • Basic Safety Technique • Selling Principles • Product/Service Planning • Consumer Characteristics and Behaviors 	<p><u>PPST</u>² 0710 Reading 0720 Writing 0730 Math, or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u> 0560 Marketing Education</p> <p><u>Praxis Test</u>³ 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172 319 316 317 600 154 144</p>	<p>174 172 321 318 159 156</p>	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Mathematics (comprehensive)	National Standards National Council of Teachers of Mathematics * (NCTM)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0061 Mathematics: Content Knowledge (calculator required) <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 133	174 172 321 318 165 159 156	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Music	<u>National Standards</u> Music Education National Conference <u>Praxis Test Topics</u> • IV Music Learning K-12 • V Professional Practices	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0113 Music Content Knowledge (contains listening section) <u>Praxis Test</u> ³ 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 143	174 172 321 318 155	159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Oral Communications	<u>National Standards</u> None <u>Praxis Test Topics</u> <ul style="list-style-type: none"> • Interpersonal Communication • Small Group • Communication • Public Speaking • Media and their Difference • Play Production • Oral Interpretation • Forensics • Assessment and Evaluation 	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0220 Speech Communication <u>Praxis Test</u> ³ 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 600 152 154 144	174 172 321 318 165 156	174 172 321 318 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Physical Education	<p><u>National Standards</u> American Alliance for Health, Phys. Ed., Recreation and Dance* (AAHPERD)</p> <p><u>Instructional Goals and Objectives</u></p> <ul style="list-style-type: none"> • Safety • Lifetime Wellness • Physical Activity • Social Skill Development • Movement/Rhythmic Development • Motor Skill Development 	<p>PPST²</p> <p>0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p>Praxis II Content Test</p> <p>0091 Physical Education: Content Knowledge</p> <p>Praxis Test³</p> <p>0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172 319 316 317 150 152 154 144</p>	<p>174 172 321 318 165 156</p>	<p>174 172 321 318 159</p>

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Physics	<p><u>National Standards</u> National Science Teachers Association* (NSTA)</p> <p><u>Instructional Goals and Objectives</u></p> <ul style="list-style-type: none"> • 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 	<p><u>PPST</u>² 0710 Reading 0720 Writing 0730 Math</p> <p>or</p> <p>0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u> 0265 Physics: Content Knowledge</p> <p><u>Praxis Test</u>³ 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172</p> <p>319 316 317</p> <p>126</p> <p>154</p> <p>144</p>	<p>174 172</p> <p>321 318</p> <p>156</p>	<p>174 172</p> <p>321 318</p> <p>159</p>

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Preschool Education (Birth-PreK)	<u>National Standards</u> National Association for the Education of Young Children* (NAEYC)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB-Reading 0721 CTB-Writing 0731 CTB-Math <u>Praxis II - Content Test</u> No Test Required	172 171 172 319 316 317		174 172 321 318

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Professional Development-- Middle Childhood Education MCE	<u>National Standards</u> None	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math	172 171 172		174 172
	<u>Praxis Test Topics</u> • Organizing Content Knowledge for Student Learning • Creating an Environment for Student Learning • Teaching for Student Learning • Teacher Professionalism	or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math	319 316 317		321 318
		<u>Praxis II Content Test</u> 0523 Principles of Learning & Teaching (5-9)	154		159
		<u>Praxis Test</u> ³ 0522 Principles of Learning & Teaching (K-6)	152		165
			or 0523 Principles of Learning & Teaching (5-9)	154	159
			or 0524 Principles of Learning & Teaching (7-12)	144	156

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Russian	<p><u>National Standards</u> American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals and Objectives</u> Levels I-IV</p> <ul style="list-style-type: none"> • Communication • Interactive Lang. Use • Non-interactive Lang. Comprehension • Non-interactive Lang. Production • Cultural Knowledge and Understanding • Connections <ul style="list-style-type: none"> • Linguistic • Interdisciplinary • Global 	<p>PPST² 0710 Reading 0720 Writing 0730 Math</p> <p>or</p> <p>0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u> No Test Required</p> <p><u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172</p> <p>319 316 317</p> <p>152</p> <p>154</p> <p>144</p>	<p>174 172</p> <p>321 318</p> <p>165</p> <p>159</p> <p>156</p>	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
School Library/Media	<u>National Standards</u> American Library Association* (ALA)	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0310 Library Media Specialist <u>Praxis Test</u> ³ 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 520	 165	174 172 321 318 570 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Social Studies (Grades 5-12 or 9-12)	<u>National Standards</u> National Council for the Social Studies* (NCSS) <u>Instructional Goals and Objectives</u> West Virginia Studies (8 th grade)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0081 Social Studies: Content Knowledge <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 144	174 172 321 318 148	159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Social Studies (Grades 5-9)	<u>National Standards</u> National Council for the Social Studies* (NCSS) <u>Instructional Goals & Objectives</u> West Virginia Studies (8 th grade)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0089 Middle School Social Studies <u>Praxis Test²</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 152 154 144	174 172 321 318 151 165 159	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Spanish	<p><u>National Standards</u> American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals and Objectives</u></p> <ul style="list-style-type: none"> • Communication • Interactive Lang. Use • Non-interactive Lang. Comprehension • Non-interactive Lang. Production • Cultural Knowledge and Understudy • Connections • Linguistic • Interdisciplinary • Global 	<p>PPST²</p> <p>0710 Reading 0720 Writing 0730 Math</p> <p>or</p> <p>0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p>Praxis II Content Test</p> <p>0191 Spanish: Content Knowledge (contains listening section)</p> <p>Praxis Test³</p> <p>0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)</p>	<p>172 171 172</p> <p>319 316 317</p> <p>143</p> <p>152</p> <p>154</p> <p>144</p>	<p>174 172</p> <p>321 318</p> <p>165</p> <p>156</p>	<p>174 172</p> <p>321 318</p> <p>159</p>

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Technology Education	<u>National Standards International Technology Education Assoc./Council on Technology Teacher Education (ITEA/CTTE)</u>	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0050 Technology Education <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 570 152 154 144	 165 156	174 172 321 318 159

Content Specialization	Standards Required	Required Tests	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Theatre	<u>National Standards</u> American Alliance for Theatre and Education	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> No Test Required <u>Praxis Test</u> ² 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 154 144	 156	174 172 321 318 159

STUDENT SUPPORT SERVICES SPECIALIZATIONS

Content Specialization	Standards Required	Required Tests¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Athletic Trainer	<u>National Standards</u> National Association of Athletic Trainers (NATA)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0097 Athletic Trainer or Current Membership in National Athletic Trainers Association	172 171 172 319 316 317 158		174 172 321 318

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Education Audiologist	<u>National Standards</u> American Speech/Lang. Hearing Association (ASHA)	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0340 Audiology	172 171 172 319 316 317 540	174 172 321 318 600	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
School Counselor	<u>National Standards American Association of School Counselors</u>	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0420 School Guidance and Counseling (contains listening section)	172 171 172 319 316 317 560	 580	174 172 321 318

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
School Nurse	<u>State Standards</u> RN Licensure	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> No Test Required	172 171 172 319 316 317		174 172 321 318

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
School Psychologist	<u>National Standards</u> National Assoc. of School Psychologists* (NASP)	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0400 School Psychologist	172 171 172 319 316 317 540		174 172 321 318 550

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Social Services/ Attendance	<u>State Standards</u> School Social Services and Attendance	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0210 School Social Worker	172 171 172 319 316 317 560		174 172 321 318

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Speech Assistant	<u>State Standards</u> Adopted from ASHA Including <ul style="list-style-type: none"> • Interpersonal Skills • Personal Qualities • Technical-Assistant Skills • Screening • Intervention 	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> No Test Required	172 171 172 319 316 317	174 172 321 318	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Speech Language Pathologist	National Standards American Speech/ Language Hearing Association (ASHA)	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0330 Speech Language Pathology	172 171 172 319 316 317 510	174 172 321 318 600	

ADMINISTRATIVE SPECIALIZATIONS

Content Specialization	Standards Required	Required Tests¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Educational Leader (Principal, Supervisor of Instruction, Vocational Administrator and Superintendent)	National Standards Education Leadership Constituent Council ² (ELCC)	PPST ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math Praxis II Content Test 0410 Educational Leadership: Administration and Supervision	172 171 172 319 316 317 520	174 172 321 318 570	

SPECIAL EDUCATION SPECIALIZATIONS					
Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Behavior Disorders	<u>National Standards Council for Exceptional Children</u> * (CEC)	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math, or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Tests</u> 0371 Teaching Students with Behavioral Disorders/Emotional Disturbances and 0351 Special Education Knowledge Based Core Principles ⁴ <u>Praxis Test</u> ³ 0522 Principles of Learning & Teaching (K-6), or 0523 Principles of Learning & Teaching (5-9), or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 136 119 152 154 144	174 172 321 318 156 136 165 156	174 172 321 318 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Gifted	National Standards Council for Exceptional Children* (CEC)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0357 Gifted <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 161 152 154 144	 165 156	174 172 321 318 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Hearing Impaired	<u>National Standards Council for Exceptional Children* (CEC)</u>	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> No Test Required <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 152 154 144	 165 156	174 172 321 318 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Mentally Impaired (Mild/Moderate)	National Standards Council for Exceptional Children* (CEC)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Tests</u> 0321 Teaching Students with Mental Retardation and 0351 Special Education: Knowledge-Based Core Principles ⁴ <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 124 119 152 154 144	 136 136 165 156	174 172 321 318 143 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Multi-Categorical Special Education	<u>National Standards Council for Exceptional Children (CEC)</u>	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math, or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math	172		174
			171		172
			172		321
			319		318
			316		
			317		
			136		156
	<u>Praxis II Content Tests</u> 0371 Teaching Students with Behavioral Disorders/ Emotional Disturbances, and 0321 Teaching Students with Mental Retardation, and 0381 Teaching Students with Learning Disabilities, and 0351 Special Education Knowledge Based Core Principles ⁴	<u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6), or 0523 Principles of Learning & Teaching (5-9), or 0524 Principles of Learning & Teaching (7-12)	124	136	143
			124	144	
			119	136	
			152	165	159
			154		
			144	156	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Developmentally Delayed	National Standards Council for Exceptional Children* (CEC)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> 0690 Preschool/ Early Childhood <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6)	172 171 172 319 316 317 510 152	174 172 321 318 550 165	

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Severe/Profoundly Handicapped	<u>National Standards</u> Council for Exceptional Children* (CEC) for MR/Developmental Disabilities as Applied to Students With Severe and Profound Disabilities	PPST ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Test</u> No Test Required <u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317	174 172 321 318	159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Specific Learning Disabilities	<u>National Standards</u> Council for Exceptional Children* (CEC)	<u>PPST</u> ² 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math <u>Praxis II Content Tests</u> 0381 Teaching Students with Learning Disabilities and 0371 Knowledge-Based Core Principles ⁴ <u>Praxis Test</u> ³ 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 124 119 152 154 144	 144 136 165 156	174 172 321 318 159

Content Specialization	Standards Required	Required Tests ¹	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Visually Impaired	National Standards Council for Exceptional Children* (CEC)	<u>PPST²</u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math	172 171 172 319 316 317		174 172 321 318 159
		<u>Praxis II Content Test</u> No Test Required			
		<u>Praxis Test³</u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	152 154 144	165 156	

10/06/00	Bonnie Ritz Program & Dev. & Support Services Director, RESA 6	<p>Appendix D - Health should include a not specific category along with the 5-12 and 5-9. This provides more flexibility and use of resources at the elementary level. Administrative Specializations need not be divided into three categories as opposed to Educational Leader which was inclusive. The current and continuing administrative shortages would be exasperated by requiring multiple certifications and licensures rather than a comprehensive requirement. Additionally, many of the skills and most of the knowledge base overlap in all three areas thus increasing the likelihood of duplication in the preparation program.</p>			
10/10/00	Brenda Wilson Associate Professor WV State College	<p>9.4.1 Prerequisite Endorsements and Restrictions - Please restore the sentence from the current Policy 5100 that says, "Candidates described in the prior sentence are not eligible for special education licensure below grade five." The reason that I would like the WVDE to restrict licensure of special educators who are adding special education to a 9-12 or 5-12 content specialization (or for candidates completing an initial certification on special education at the master's level) is that it is very difficult for people who have not been trained to be teachers of young children to be successful teachers of students with mild cognitive and behavior disabilities at that level. With the effort to provide education to students with disabilities in ever more inclusive settings, and with special education aligning more and more closely with the general education curriculum, it becomes more and more important that special education teachers be expert at general education curriculum and methods.</p>			
10/17/00	Sally Digman AB College	<p>7.2.4a PPST Waivers - I do not believe a Master's degree is an adequate indicator of mathematics proficiency particularly. I believe all candidates should pass the PPST on a similar test like the ACT or SAT "skills" components. I believe this is probably a request from WVU who wishes to have <u>ALL</u> their students waive the exam who are in the 5 year program. I do not believe this is an adequate substitute for proficiency on PPST. I also believe students in the 5 year program should have to pass the test before being formally admitted as a <u>junior</u> like everyone else does!</p>	NA		
10/17/00	Sally Digman AB College	<p>9.4.1 Prerequisite Endorsements and Restrictions - I object to removal of condition that special education combined with K-12 or secondary fields be limited to 5-12. Even with the basic skills component, these individuals not trained in Elementary Education (bottom line cut off) work with K-6 kids in LD, MI & BD programs. The basic skills component is not one to develop those skills but to support instruction and those areas. Keep the 5-12 limitation!</p>			

Sherri Hudnall

From: Pat [rmason@access.k12.wv.us]
Sent: Tuesday, October 03, 2000 9:22 AM
To: shudnall@access.k12.wv.us
Subject: Comments on Policy 5100

Dr. Luff:

I would like to endorse the proposed changes in Policy 5100, except for the change in Administrative Endorsement.

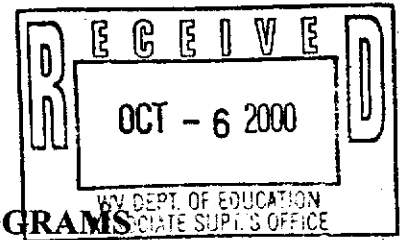
All of the other changes are EXCELLENT, PARTICULARLY the two changes in 9.4.1, allowing for completion of special education certification programs at the graduate level without the completion of another general education or vocational education endorsement, and also allowing candidates who have completed secondary general education endorsements and the basic skills requirements to receive special education endorsements at the K-12 programmatic level. Both of these changes give individuals and counties access to certification options that provide more flexibility in hiring options, and access to a broader pool of candidates for special education positions. We have experience in hiring quality teachers in the past with both types of backgrounds.

I do agree that the proposed change in administrative endorsements from "educational leadership" to "general supervision," "principal," and "superintendent" is philosophically the best breakdown as far as setting up separate training programs, if that is what this change implies. However, I am now convinced that it is totally impractical in this age of lack of administrative candidates to set up a "divided" program. Even if there ends up being 3 different endorsements, the colleges need to provide combined programs - - - we are lucky to have any candidates for principal positions who are certified, much less expect people who are interested in administration to obtain a principal certificate, then go back and take more classes if they are interested in a central office position, and then take still more classes if they are interested to being a superintendent someday. Moreover, surrounding states, e.g., Maryland, offers combined Administrative/Supervision programs - - - again, giving people from West Virginia interested in administration a tremendous advantage in going to Maryland institutions for their administrative training!

I hope my comments are helpful. Please contact me if I can provide more information.

Superintendent

Pat Mason, Asst.
Mineral County Schools



APPROVAL OF EDUCATIONAL PERSONNEL PROGRAMS
POLICY 5100
COMMENT LOG
ENDING DATE - OCTOBER 17, 2000

Appendix D

Health should include a not specific category along with the 5-12 and 5-9. This provides more flexibility and use of resources at the elementary level.

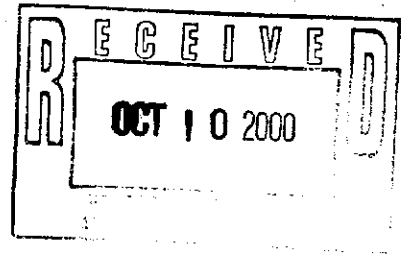
Administrative Specializations need not be divided into three categories as opposed to Educational Leader which was inclusive. The current and continuing administrative shortages would be exasperated by requiring multiple certifications and licensures rather than a comprehensive requirement. Additionally, many of the skills and most of the knowledge base overlap in all three areas thus increasing the likelihood of duplication in the preparation program.

Submitted by:

Bonnie Ritz
Program Development and Support
Services Director, RESA-6

WEST VIRGINIA STATE COLLEGE

"A Living Laboratory of Human Relations"



October 5, 2000

William J. Luff, Jr.
Associate Superintendent
WVDE
Building 6, Room 252
1900 Kanawha Blvd Ease
Charleston WV 25305-0330

Dear Mr. Luff

This letter is in response to your call for comments about Policy 5100.

Regarding Section 9.4.1, Prerequisite Endorsements and Restrictions, I'd like to request the following change from the proposed Policy: Please restore the sentence from the current Policy 5100 that says, "Candidates described in the prior sentence are not eligible for special education licensure below grade five."

The reason that I would like the WVDE to restrict licensure of special educators who are adding special education to a 9-12 or 5-12 content specialization (or for candidates completing an initial certification on special education at the master's level) is that it is very difficult for people who have not been trained to be teachers of young children to be successful teachers of students with mild cognitive and behavior disabilities at that level. With the effort to provide education to students with disabilities in ever more inclusive settings, and with special education aligning more and more closely with the general education curriculum, it becomes more and more important that special education teachers be expert at general education curriculum and methods.

Thanks for your attention to this request.

Sincerely,

Brenda Wilson
Associate Professor

OCT 18 2000

APPROVAL OF EDUCATIONAL PERSONNEL PROGRAMS

POLICY 5100

COMMENT LOG

ENDING DATE - OCTOBER 17, 2000

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

TYPE
 - = Negative
 + = Positive
 0 = Neutral

Date Rec'd.	Individual/Organization	Comment	Action/Type	Rationale
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Section 7-Program Components, Descriptions, and Assessments for Teaching Specializations

	Fully Program, A-B Colleges	I do not believe a Master's degree is an adequate indicator of mathematics proficiency particularly. I believe candidates should pass the POST or wait with a high score on a transition test like the ACT or SAT skills component.	NA	I believe this is probably a request from the state to have the exam students want the exam who are in the Syn program. I do not believe this is an adequate substitute for proficiency on POST. I also think that the Syn program should have to pass the test before
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Section 8-Program Components, Descriptions, and Assessments for Student Support and Administrative Specializations being formally

				admitted as a junior, like anyone else does.
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Section 9-Additional Approved Program Requirements

	9-4, 7 Fully Program, A-B Colleges	9-4, 1 p. 11-12 Subject to removal of certification what special fields be limited K-12 or Secondary and have to 5-12. Graduation and have skills component when individuals not trained in Elementary ED	NA	words with K-6 and in K-12, M & ED programs. The "core" skills component is not one to develop these skills but to support instruction in these areas. Keep the 5-17 limitation.
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Sherri Hudnall

From: Pat [rmason@access.k12.wv.us]
Sent: Tuesday, October 03, 2000 9:42 AM
To: shudnall@access.k12.wv.us
Subject: Comments - Policy 5103

Dr. Durden:

First, congratulations on your new position!!!!!! You'll do an outstanding job!

Mineral County is not affected by this policy, because we are not experiencing growth in student enrollment at this time.

However, I do think that this policy is missing the point. The real handicap in timely hiring is the 7 criteria in WV Code 18A-4-7a when there is a transfer request. Transfers may tie up the system for literally weeks, while counties sort out a "domino effect." Then you are left in August or September trying to find candidates for positions.

Any system that does NOT allow county superintendents to hire the best candidates for a vacant position, regardless of whether they're are transfer or not, is putting personnel wishes ahead of student success and achievement!

Pat Mason, Asst. Superintendent
Mineral County Schools

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	\$	\$	\$	\$	\$
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

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

No new costs are anticipated.

DATE
August 24, 2000

AGENCY
Department of Education

AUTHORIZED REPRESENTATIVE