

WEST VIRGINIA  
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE OF WEST VIRGINIA  
SECRETARY OF STATE

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

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

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

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

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

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

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 114

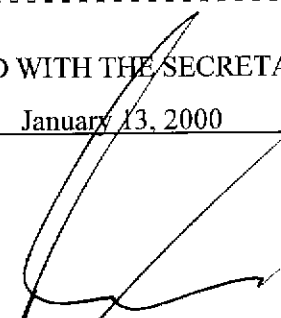
TITLE OF RULE BEING AMENDED: Approval of Educational Personnel Preparation

Programs (5100)

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

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

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS January 13, 2000

  
\_\_\_\_\_  
William J. Luff, Jr.  
Associate State Superintendent



During the fall semester, NCATE adopted standards recommended by the National Art Education Association, *Standards for Art Teacher Preparation*, hence, the replacement of the former standards, *National Arts Education Standards*. Under current policy of the higher education governing boards, public institutions must submit a folio reflecting program compliance with the national standards.

**TITLE 126  
LEGISLATIVE RULES  
BOARD OF EDUCATION**

**SERIES 114**

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

**(REPLACEMENT POLICY)**



**POLICY §126-114  
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**TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION**

**FILED**  
DEC 14 3 49 PM '99  
OFFICE OF THE CLERK OF THE  
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. - December 14, 1999.

1.4. Effective Date. - January 13, 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.

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 (Commission), 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.

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 terminal 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. 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 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.

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 educational leader specialization covers the former administrative positions: supervisor, principal, and vocational director. The performance assessment for the educational leader specialization may take place in a single or combination of administrative positions embodied in this endorsement. The educational leadership specialization will not reflect any programmatic levels, therefore, the performance assessment may be completed in one or more of the administrative positions constituted in the specialization. The superintendent is the second administrative specialization recognized on this license.

The performance assessment for the educational leader and the superintendent 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 in student support services or educational leadership 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

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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.
- 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. A basic skills (reading/language arts, and mathematics) component in addition to the special education content specialization is required for secondary, middle, or single subjects specializations in kindergarten through grade twelve educators to add the following specializations: behavior disorders, mentally impaired (mild/moderate), specific learning disabilities and multi-categorical. Candidates described in the prior sentence are not eligible for special education licensure below grade five. 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. Autism must be completed in combination with behavior disorders. 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.

9.4.2. Time Lines. The option of submitting a passing score on the elementary education test in lieu of completing the approved program for elementary education in order to be eligible for a special education endorsement is no longer available. Students enrolled in special education program prior to Fall, 1997-98 who were permitted to substitute a passing score on the National Evaluation Systems or Praxis II test for elementary education in lieu of holding or qualifying for an elementary education specialization must have satisfied this testing option prior to September 1, 1998.

Specializations authorized by the West Virginia Board of Education are identified in Appendix D. A candidate for completion of an approved special education program who was enrolled in a K-12 special education program prior to the fall semester of the 1997-98 school year or an educator who holds a Professional Teaching Certificate endorsed in at least one special education specialization for grades K-12 may add other special education endorsements without satisfying the prerequisite general or vocational endorsement provided he/she completes all West Virginia approved program and licensure requirements for the special education endorsement prior to September 1, 2002.

#### 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. During the 1999-2000 school year, the institution of higher education and the West Virginia Department of Education will jointly focus on the identification of criteria for inclusion in the performance based assessments. 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 initiation of this component of the policy is based on the premise that data collection and utilization must benefit both the state and institutions, thereby, demanding collaboration among all participants with an overriding principle to reduce duplication, maximize effectiveness, reduce costs, and enhance the quality of the assessment as both the state and institution seek to implement a performance-based model for the review of educational personnel preparation programs. 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.

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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 team during the on-site review.

### **§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. 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 and experimental programs; 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.

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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.

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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.)

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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.

**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.

**APPENDIX A  
PREPROFESSIONAL LISTENING SKILLS**

**2.0. Interpretive Comprehension**

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

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

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

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

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

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

**3.0. Critical Comprehension**

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

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

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

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

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

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

**APPENDIX B**

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



**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**

**§126CSR114**

§126CSR114  
**APPENDIX D**  
**SPECIALIZATIONS RECOGNIZED**  
**ON THE PROFESSIONAL CERTIFICATE**

**Recognized Programmatic Levels**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Preschool Education</li> <li>• Early Education</li> <li>• Early Childhood</li> <li>• Middle Childhood</li> <li>• Adolescent</li> <li>• Adult</li> </ul> | <ul style="list-style-type: none"> <li>Birth-PreK</li> <li>PreK</li> <li>Grades K-4</li> <li>Grades 5-9</li> <li>Grades 9-12</li> <li>Adult</li> </ul> |
|--|--|

**Grade Level Options for General Education Specializations**

**Current Programs**

Any Modern Foreign Language	K-12, 5-12, 5-9
Art	K-12, 5-12, 5-9
Biology	9-12
Chemistry	9-12
Computer Science Education	5-12
Driver Education (Safety Education)	9-12
Dance	9-12
Early Childhood Education	K-4
Early Education	PreK
Elementary Education	K-6
English	5-12, 5-9
English as a Second Language	PreK-12
French	5-12, 5-9, K-12
General Math through Algebra I	5-12, 5-9
General Science	5-12, 5-9
German	5-12, 5-9 K-12
Health	K-12, 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	K-12,
Oral Communications	5-12, 5-9, 9-12
Physical Education	K-12, 5-12, 5-9
Physics	9-12
Preschool Education	Birth-PreK
Reading Specialist <sup>1</sup>	K-12, 5-12, K-6
Russian	5-12, 5-9, K-12,
School-Library Media	K-12, 5-12, K-6
Social Studies	5-12, 5-9
Spanish	5-12, 5-9, K-12
Technology Education	5-12
Theatre	9-12

<sup>1</sup>Master'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**

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 <sup>1</sup>	Not Specified
Education Audiologist <sup>1</sup>	Not Specified
School Nurse	Not Specified
School Psychologist <sup>1</sup>	Not Specified
Social Services and Attendance	Not Specified
Speech Language Pathologist <sup>1</sup>	Not Specified
Speech Assistant	Not Specified

**Grade Level Options for Administrative Specializations**

Educational Leader <sup>1</sup> (principal, supervisor, vocational administrator and superintendent)	Not Specified
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<sup>1</sup> Master's Degree Required

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

**APPENDIX E**

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

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## EXPLANATION OF SYMBOLS ON FOLLOWING TABLES

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



Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Art	<p><u>National Standards</u> Standards for Art Teacher Preparation</p> <p><u>Instructional Goals</u> &amp; <u>Objectives</u></p> <ul style="list-style-type: none"> <li>• Reflecting upon and assessing characteristics and merits of their work and work of others.</li> <li>• Making connections between visual arts and other disciplines.</li> </ul>	<p><u>PPST</u><sup>2</sup> 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> 0133 Art: Content Knowledge</p> <p><u>Praxis Test</u><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) or 0523 Principles of Learning &amp; Teaching (5-9) or 0524 Principles of Learning &amp; Teaching (7-12)</p>	<p>172 171 172</p> <p>319 316 317</p> <p>146</p> <p>152</p> <p>154</p> <p>144</p>	<p>174 172</p> <p>321 318</p> <p>160</p> <p>165</p> <p>159</p> <p>156</p>	

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Biology	<u>National Standards National Science Teachers Association* (NSTA)</u>  <u>Instructional Goals &amp; Objectives</u> <ul style="list-style-type: none"> <li>• Nature of Science</li> <li>• Scientific Attitudes/Habits of Mind</li> <li>• Scientific Processes/Thinking Skills</li> <li>• Laboratory Investigation on Learning</li> <li>• Science Themes and Subject Matter</li> <li>• Science History</li> <li>• Science Technology and Society</li> </ul>	PPST <sup>2</sup> 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<sup>3</sup></u> 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 <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Business Education	<u>National Standards</u> National Standards for Business Education  <u>Instructional Goals &amp; Objectives</u> <ul style="list-style-type: none"> <li>• Keyboarding Applications</li> <li>• Word Processing</li> <li>• Business Computer Applications</li> <li>• M a c h i n e Transcription</li> </ul>	<u>PPST<sup>2</sup></u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math  <u>Praxis II Content Test</u> 0100 Business Education  <u>Praxis Test<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172  319 316 317  570  152  154  144	174 172  321 318  165  159  156	

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Chemistry	<u>National Standards</u> National Science Teachers Association* (NSTA)  <u>Instructional Goals &amp; Objectives</u> <ul style="list-style-type: none"> <li>• Nature of Science</li> <li>• Scientific Attitudes/ Habits of Mind</li> <li>• Scientific Processes/ Thinking Skills</li> <li>• Laboratory Investigation/ Hands-on Learning</li> <li>• Science Themes and Subject Matter</li> <li>• Science History</li> <li>• Science Technology and Society</li> </ul>	<u>PPST</u> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math  or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math  <u>Praxis II Content Test</u> 0245 Chemistry Content Knowledge  <u>Praxis Test</u> <sup>3</sup> 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172  319 316 317  150  154  144	174 172  321 318  157  159	156

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Computer Science Education	<u>National Standards International Society for Technology in Education (ISTE)*</u>	<u>PPST<sup>2</sup></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	159
		<u>Praxis Test<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	152  154	165  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<sup>2</sup></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 Test<sup>3</sup></u> 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 154 144	174 172 321 318 159 156	

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



Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Early Education (PreK)	<u>National Standards</u> <u>National Association for the Education of Young Children* (NAEYC)</u>	<u>PPST<sup>2</sup></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
		<u>Praxis II Content Test</u> 0530 Pre-Kindergarten Education	590	165	
		<u>Praxis Test<sup>2</sup></u> 0522 Principles of Learning & Teaching (K-6)	152		

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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 <u>NCATE Elementary Performance Standards K-6</u> <u>Instructional Goals &amp; Objectives (Grades K-6)</u> <ul style="list-style-type: none"> <li>• English, Language Arts</li> <li>• Social Studies</li> <li>• Science</li> <li>• Mathematics</li> <li>• Arts</li> <li>• Health/Physical Education</li> <li>• WV Studies</li> </ul>	<u>PPST<sup>2</sup></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 Test<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9)	172 171 172 319 316 317 148	174 172 321 318 155 165	174 172 321 318 159

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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> • Literature/Literacy Forms/Devices • Language/Linguistics • Composition/Rhetoric	<u>PPST<sup>2</sup></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	172 171 172  319 316 317  151	174 172  321 318  155	159
	<u>Instructional Goals &amp; Objectives</u> • Technology • Work Based Learning	<u>Praxis Test<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	152  154  144	165  156	

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
English (Grades 5-9)	<u>National Standards</u> National Council for Teachers of English* (NCTE)	<u>PPST<sup>2</sup></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 Test<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172  319 316 317	174 172  321 318  147	165          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> <sup>2</sup> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math Praxis II Content Test No Test Required	172 171 172 319 316 317	174 172 321 318	159
		<u>Praxis Test</u> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	152 154 144	165 156	

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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 <sup>2</sup>	172		174
		0710 Reading	171		172
		0720 Writing	172		
		0730 Math	or		
		0711 CTB - Reading	319		321
		0721 CTB - Writing	316		318
		0731 CTB - Math	317		
		<u>Praxis II Content Test</u>	530		
		0120 Home Economics Education			
		<u>Praxis Test<sup>3</sup></u>			
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 <sup>1</sup>	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>PPST<sup>2</sup></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 Test<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172  319 316 317  146  152  154  144	174 172  321 318   160   165  156	174 172  321 318   148   159

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
General Science (Grades 5-9)	<p><u>National Standards</u> National Science Teachers Association* (NSTA)</p> <p><u>Instructional Goals &amp; Objectives</u></p> <ul style="list-style-type: none"> <li>• Nature of Science</li> <li>• Scientific Attitudes/Habits of Mind</li> <li>• Scientific Processes/Thinking Skills</li> <li>• Laboratory Investigation/Hands-on Learning</li> <li>• Science Themes and Subject Matter</li> <li>• Science History</li> <li>• Science Technology and Society</li> </ul>	<p>PPST<sup>2</sup></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>0439 Middle Childhood Science</p> <p>Praxis Test<sup>3</sup></p> <p>0522 Principles of Learning &amp; Teaching (K-6) or 0523 Principles of Learning &amp; Teaching (5-9) or 0524 Principles of Learning &amp; Teaching (7-12)</p>	<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>151</p> <p>165</p> <p>159</p> <p>156</p>	

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

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
German	<p><u>National Standards</u> American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals &amp; Objectives</u> (see objectives for appropriate levels, K-12, 5-12 or 5-9)</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interactive Language Use</li> <li>• Non-interactive Language Comprehension</li> <li>• Non-interactive Language Production</li> <li>• Cultural Knowledge and Understanding</li> <li>• Connections <ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Interdisciplinary</li> <li>• Global</li> </ul> </li> </ul>	<p><u>PPST</u><sup>2</sup> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u> 0181 German: Content Knowledge (contains listening section)</p> <p><u>Praxis Test</u><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) or 0523 Principles of Learning &amp; Teaching (5-9) or 0524 Principles of Learning &amp; Teaching (7-12)</p>	<p>172 171 172  319 316 317  132</p>	<p>          165    156</p>	<p>174 172  321 318          159</p>

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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 &amp; Objectives</u></p> <ul style="list-style-type: none"> <li>• Skills Development</li> <li>• Injury Prevention</li> <li>• Personal Health and Wellness</li> <li>• Relationships</li> <li>• Tobacco, Alcohol and other Drugs</li> <li>• Nutrition and Physical Activity</li> </ul>	<p><u>PPST</u><sup>2</sup>            0710 Reading            0720 Writing            0730 Math            or            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><sup>2</sup>            0522 Principles of Learning &amp; Teaching (K-6)            or            0523 Principles of Learning &amp; Teaching (5-9)            or            0524 Principles of Learning &amp; Teaching (7-12)</p>	<p>172            171            172            319            316            317            620            152            154            144</p>	<p>174            172            321            318            640            165            156</p>	<p>174            172            321            318            640            159</p>

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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 &amp; Objectives</u> (see objectives for appropriate levels, K-12, 5-12, 9-12 or 5-9)</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interactive Language Use</li> <li>• Non-interactive Language Comprehension</li> <li>• Non-interactive Language Production</li> <li>• Cultural Knowledge and Understanding</li> <li>• Connections <ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Interdisciplinary</li> <li>• Global</li> </ul> </li> </ul>	<p><u>PPST</u><sup>2</sup> 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 Test</u><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) or 0523 Principles of Learning &amp; Teaching (5-9) or 0524 Principles of Learning &amp; Teaching (7-12)</p>	<p>172 171 172  319 316 317</p> <p>152  154  144</p>	<p>          165    156</p>	<p>174 172  321 318          159</p>

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Journalism	None	<u>PPST<sup>2</sup></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 Test<sup>3</sup></u> 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172  319 316 317   154  144	174 172          156	174 172          159

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

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Mathematics (comprehensive)	<u>National Standards</u> National Council of Teachers of Mathematics* (NCTM)	<u>PPST</u> <sup>2</sup> 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)	172 171 172  319 316 317  133	        165	174 172  321 318     159

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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<sup>2</sup></u> 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<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172  319 316 317  143	174 172  321 318  155	159

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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>PPST<sup>2</sup></u> 0710 Reading 0720 Writing 0730 Math	172 171 172		174 172
	<ul style="list-style-type: none"> <li>• <u>Praxis Test Topics</u></li> <li>• Interpersonal Communication</li> <li>• Small Group</li> <li>• Communication</li> <li>• Public Speaking</li> <li>• Media and their Difference</li> <li>• Play Production</li> <li>• Oral Interpretation</li> <li>• Forensics</li> <li>• Assessment and Evaluation</li> </ul>	or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math  <u>Praxis II Content Test</u> 0220 Speech Communication	319 316 317  600		321 318
		<u>Praxis Test<sup>3</sup></u> 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 <sup>1</sup>	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 &amp; Objectives</u></p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Lifetime Wellness</li> <li>• Physical Activity</li> <li>• Social Skill Development</li> <li>• Movement/Rhythmic Development</li> <li>• Motor Skill Development</li> </ul>	<p><u>PPST</u><sup>2</sup>            0710 Reading            0720 Writing            0730 Math            or            0711 CTB - Reading            0721 CTB - Writing            0731 CTB - Math</p> <p><u>Praxis II Content Test</u>            0091 Physical Education: Content Knowledge</p> <p><u>Praxis Test</u><sup>3</sup>            0522 Principles of Learning &amp; Teaching (K-6)            or            0523 Principles of Learning &amp; Teaching (5-9)            or            0524 Principles of Learning &amp; Teaching (7-12)</p>	<p>172            171            172            319            316            317            150</p>	<p>174            172            321            318            165            154            144</p>	<p>174            172            321            318            159</p>

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Physics	<u>National Standards National Science Teachers Association* (NSTA)</u> <u>Instructional Goals &amp; Objectives</u> <ul style="list-style-type: none"> <li>• Nature of Science</li> <li>• Scientific Attitudes/ Habits of Mind</li> <li>• Scientific Processes/ Thinking Skills</li> <li>• Laboratory Investigation/ Hands-on Learning</li> <li>• Science Themes and Subject Matter</li> <li>• Science History</li> <li>• Science Technology and Society</li> </ul>	<u>PPST<sup>2</sup></u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math  <u>Praxis II Content Test</u> 0265 Physics: Content Knowledge  <u>Praxis Test<sup>3</sup></u> 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172  319 316 317  126  154  144	174 172  321 318  159  156	

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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>PPST</u> <sup>2</sup> 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 <sup>1</sup>	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>	<ul style="list-style-type: none"> <li>• Organizing Content Knowledge for Student Learning</li> <li>• Creating an Environment for Student Learning</li> <li>• Teaching for Student Learning</li> <li>• Teacher Professionalism</li> </ul>	172		174	
	None		0710 Reading	171		172
	<u>Praxis Test Topics</u>		0720 Writing	172		
	• Organizing Content Knowledge for Student Learning		0730 Math			
	• Creating an Environment for Student Learning		or	319		321
	• Teaching for Student Learning		0711 CTB - Reading	316		318
	• Teacher Professionalism		0721 CTB - Writing	317		
			0731 CTB - Math			
			<u>Praxis II Content Test</u>	154		159
			0523 Principles of Learning & Teaching (5-9)			
	<u>Praxis Test<sup>3</sup></u>					
	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 <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Reading Specialist	<p>National Standards International Reading Association* (IRA)</p> <p><u>Praxis Test Topics</u></p> <ul style="list-style-type: none"> <li>• Linguistic and Cognitive Basis of Reading Process</li> <li>• Comprehension</li> <li>• Word Identification</li> <li>• Vocabulary Development</li> <li>• Methodologies</li> <li>• Diagnosis of Program Development</li> </ul>	<p><u>PPST</u><sup>2</sup></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>0300 Reading Specialist</p> <p><u>Praxis Test</u><sup>3</sup></p> <p>0522 Principles of Learning &amp; Teaching (K-6)</p> <p>or</p> <p>0523 Principles of Learning &amp; Teaching (5-9)</p> <p>or</p> <p>0524 Principles of Learning &amp; Teaching (7-12)</p>	<p>172 171 172</p> <p>319 316 317</p> <p>520</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 <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Russian	<p>National Standards American Council on the Teaching of Foreign Languages</p> <p><u>Instructional Goals &amp; Objectives</u> Levels I-IV</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interactive Lang. Use</li> <li>• Non-interactive Lang. Comprehension</li> <li>• Non-interactive Lang. Production</li> <li>• Cultural Knowledge and Understanding</li> <li>• Connections <ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Interdisciplinary</li> <li>• Global</li> </ul> </li> </ul>	<p>PPST<sup>2</sup></p> <p>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 Test<sup>3</sup></u> 0522 Principles of Learning &amp; Teaching (K-6) or 0523 Principles of Learning &amp; Teaching (5-9) or 0524 Principles of Learning &amp; Teaching (7-12)</p>	<p>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>	

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
School Library/Media	National Standards American Library Association* (ALA)	PPST <sup>2</sup>	172		174
		0710 Reading	171		172
		0720 Writing	172		
		0730 Math	319		321
		or	316		318
		0711 CTB - Reading	317		
		0721 CTB - Writing	520		570
		0731 CTB - Math			
		Praxis II Content Test			
		0310 Library Media Specialist			
		Praxis Test <sup>3</sup>	152	165	
		0522 Principles of Learning & Teaching (K-6)	154		159
		or	144		
		0523 Principles of Learning & Teaching (5-9)			
		or			
		0524 Principles of Learning & Teaching (7-12)			

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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>PPST<sup>2</sup></u> 0710 Reading 0720 Writing 0730 Math	172 171 172		174 172
	<u>Instructional Goals</u> & <u>Objectives</u> West Virginia Studies (8 <sup>th</sup> grade)	or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math	319 316 317		321 318
		<u>Praxis II Content Test</u> 0081 Social Studies: Content Knowledge	144	148	
		<u>Praxis Test<sup>3</sup></u> 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 <sup>1</sup>	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 &amp; Objectives</u> West Virginia Studies (8 <sup>th</sup> grade)	<u>PPST</u> <sup>2</sup> 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 Test</u> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172  319 316 317	174 172  321 318  151  165  156	174 172  321 318  151  159

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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 &amp; Objectives</u></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interactive Lang. Use</li> <li>• Non-interactive Lang. Comprehension</li> <li>• Non-interactive Lang. Production</li> <li>• Cultural Knowledge and Understudy</li> <li>• Connections</li> <li>• Linguistic</li> <li>• Interdisciplinary</li> <li>• Global</li> </ul>	<p><u>PPST</u><sup>2</sup></p> <p>0710 Reading 0720 Writing 0730 Math or</p> <p>0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math</p> <p><u>Praxis II Content Test</u> 0191 Spanish: Content Knowledge (contains listening section)</p> <p><u>Praxis Test</u><sup>3</sup> 0522 Principles of Learning &amp; Teaching (K-6) or 0523 Principles of Learning &amp; Teaching (5-9) or 0524 Principles of Learning &amp; Teaching (7-12)</p>	<p>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>159</p>	

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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*</u> (ITEA/CTTE)	<u>PPST<sup>2</sup></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 Test<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172 319 316 317 570 152 154 144	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
Theatre	<u>National Standards</u> American Alliance for Theatre and Education	<u>PPST</u> <sup>2</sup> 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> <sup>3</sup> 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 Tests <sup>1</sup>	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>PPST</u> <sup>2</sup> 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 <sup>1</sup>	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> <sup>2</sup> 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 <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
School Counselor	<u>National Standards</u> American Association of School Counselors	<u>PPST<sup>2</sup></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	174 172 321 318 580	

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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<sup>2</sup></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 <sup>1</sup>	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> <sup>2</sup> 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 <sup>1</sup>	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<sup>2</sup></u> 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 <sup>1</sup>	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"> <li>• Interpersonal Skills</li> <li>• Personal Qualities</li> <li>• Technical-Assistant Skills</li> <li>• Screening</li> <li>• Intervention</li> </ul>	<u>PPST<sup>2</sup></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 <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Speech Language Pathologist	<u>National Standards</u> American Speech/Lang. Hearing Association (ASHA)	<u>PPST<sup>2</sup></u> 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 Tests <sup>1</sup>	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* (ELCC)	PPST <sup>2</sup>	172		174
		0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math	171 172		172
		Praxis II Content Test 0410 Educational Leadership: Administration and Supervision	319 316 317  520	570	321 318

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

Content Specialization	Standards Required	Required Tests <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Gifted	<u>National Standards</u> Council for Exceptional Children* (CEC)	<u>PPST<sup>2</sup></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 Test<sup>3</sup></u> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	172 171 172  319 316 317  161  152  154  144	        165    156	174 172  321 318       159

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

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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>PPST<sup>2</sup></u> 0710 Reading 0720 Writing 0730 Math or 0711 CTB - Reading 0721 CTB - Writing 0731 CTB - Math	172 171 172 319 316 317		174 172 321 318 143
		<u>Praxis II Content Tests</u> 0321 Teaching Students with Mental Retardation and	124	136	143
		0351 Special Education: Knowledge-Based Core Principles <sup>4</sup>	119	136	
		<u>Praxis Test<sup>3</sup></u> 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 <sup>1</sup>	Required Score Prior to Sept. 1, 1998	Required Score Sept. 1, 1998	Required Score Sept. 1, 1999
Developmentally Delayed	<u>National Standards Council for Exceptional Children* (CEC)</u>	<u>PPST<sup>2</sup></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 Test<sup>3</sup></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 <sup>1</sup>	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	<u>PPST</u> <sup>2</sup> 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	159
		<u>Praxis Test</u> <sup>3</sup> 0522 Principles of Learning & Teaching (K-6) or 0523 Principles of Learning & Teaching (5-9) or 0524 Principles of Learning & Teaching (7-12)	152  154  144	165  156	

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

Content Specialization	Standards Required	Required Tests <sup>1</sup>	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)	PPST <sup>2</sup>	172		174
		0710 Reading	171		172
		0720 Writing	172		
		0730 Math	319		321
		or	316		318
		0711 CTB - Reading	317		
		<u>Praxis II Content Test</u>			
		No Test Required			
		<u>Praxis Test<sup>3</sup></u>		165	
		0522 Principles of Learning & Teaching (K-6)	152		
		or			
		0523 Principles of Learning & Teaching (5-9)	154		159
		or			
		0524 Principles of Learning & Teaching (7-12)	144	156	

## 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	\$	\$	\$ 9,990.00	\$ 15,837.50	\$ 15,837.50
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$
3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):					

1999-2000 Training for On-Site Evaluators (30 persons--15 public school and 15 higher education) Travel \$50.00 per person, Substitutes for 15 Public School Personnel at \$85.00 per day, Food & Lodging \$125 per pers = \$6,525.00

Pre-Visit Review of Content Specializations by Specialists  
15 Evaluators: \$125.00 Travel, Food, Lodging and \$100.00 Honorarium Per Person = \$3,375.00

2000-2001 Training for 15 On-Site Evaluators= \$3,262.50

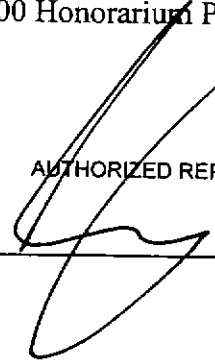
Conduct On-Site Review of Four Colleges Per Year (four days each) Projections Per College (\$9200.00)  
2 Public School Educators - Travel \$50.00, Substitutes \$85.00 per day (3 days) Food & Lodging \$100.00=\$1410.00 per on-site review  
2 Higher Education Educators- Travel \$50.00, \$100 Food & Lodging=\$900.00

Pre-Visit Review of Content Specializations by Specialists  
15 Evaluators: \$125.00 Travel, Food, Lodging and \$100.00 Honorarium Per Person = \$3,375.00

DATE 8/24/99

AGENCY  
Department of Education

AUTHORIZED REPRESENTATIVE





**§126-114-5. Definitions**

10/12/99	Bryan P. Sterns	I wish to comment on policy 5100 section 5.8. I feel that the needs of special education students are better met through this proposed policy and that consideration for special students is far more likely to occur under these proposals. I also feel that special needs students will be served more appropriately by following the personalized IEP than the State IGO's.		
10/12/99	Beverly Jo Stump Special Education Teacher	As a special educator, I was pleased to read how Policy 5100 sections 5.8 instructional roles for selected educators was written. I was pleased to note that you considered the IEP and the students' needs. State IGO's are not for every special education student. Making it mandatory for ALL students to achieve at that level was impossible. Leaving the decision up to the IEP Team was another great move as the team knows the students, their needs and their least restrictive environment. Placing students in classes they need with objectives to make them productive citizens makes more sense. Thank you.		
10/13/99	Andrew Bremar Special Educator Calhoun County Middle/High School	As a Special Educator at Calhoun County High School, I am very concerned about all students (including special needs) meeting the state Instructional Goals and Objectives (IGOS). I was pleased to read Policy 5100 section 5.8, Instructional Roles for Selected Educators and 5.8.1 dealing with Special Education. I sincerely hope the policy changes to the new wording. All students cannot meet state IGO's. The Individual Education Plan or IEP Team should be allowed to decide what special needs students need in their curriculum because they know the students and the least restrictive environment. A main goal of education is to turn out productive citizens with enough education to make it in today's job market. I as a Special Educator can do this by meeting my students needs and not being forced to teach the instructional goals.		
10/27/99	Robert G. Miller, Jr., and Robert P. Mason Mineral County Schools	Section 5.8.1. "Instructional Roles for Selected Educators," eliminates the teaching role of special education teachers in collaborative high school classes. It only allows an undefined support role for the professional special education teacher.		

**§126-114-5. Definitions**

<p>10/27/99</p>	<p>Robert G. Miller, Jr., and Robert P. Mason Mineral County Schools</p>	<p>This substantially eliminates any professional collegiality between two collaborating teachers because only one (the regular content teacher) is allowed to teach ("deliver the instructional goals and objectives"), while the special educator assists..... All three paragraphs (a,b,c) indicate that the special educator must hold "the special education specialization (or "endorsement" in paragraphs b and c) consistent with the student's primary disability." This appears to mean that if a BD student is in a collaborative class with an LD certified teacher, the special education teacher has no authority to either teach or provide support services to the regular teacher or BD student. The West Virginia Department of Education's Office of Special Education verbally supports special education teachers being able to cross categorically teach students in need of their particular expertise (certification area) when the students need such instruction. However, Policy 5100 appears not to allow such cross categorical teaching and only allow instruction from a special education teacher certified in the same area as the student's primary disability. More specifically:</p> <p><u>Paragraph a:</u> This only allows the special educator to teach IGOs or modify instructional approaches or materials for English or Math classes if the special educator has that regular content area certification. If not there is nothing allowable for the special educator to do in regard to the instruction of the IGO. So there is no role for the special educator. IEP students in regular classes must master the regular IGOs to receive credit for the course (Larry Lamb Memo of November 1998) and the noncontent certified special educator is not allowed to teach or modify the curriculum for the special education student.</p> <p><u>Paragraph b:</u> This paragraph makes the special education teacher an assistant, instead of a professional. In this paragraph, the special educator is only allowed to provide support services (an undefined term, but clearly eliminating teaching ("deliver the IGOs") to the student or the teacher).</p>		
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**§126-114-5. Definitions**

<p>10/27/99</p> <p>Robert G. Miller, Jr., and Robert P. Mason Mineral County Schools</p>	<p>Paragraph c: The wording is strange: "whose IEP indicates he/she will benefit by a placement in a separate class." This paragraph appears to allow the special education teacher to deliver the state IGOs when in a different room from the regular class if a regular (content) teacher collaborates enough to ensure that the special education student "receives the instructional goals and objectives in the regular program." I would assume that to mean the IGOs that are a part of the regular program. So for a student to get credit from a special education (old fashioned self-contained) class the standard IGOs a regular educator must ensure that the student has mastered the content IGOs. That doesn't make sense.</p> <p>Comparing paragraph a to paragraph c we find that the special educator can't teach the more able special education students in team situations with the content teacher in the room but can teach the more disabled special education student in a separate class without any content teacher being present. Which group of students is in greater need of content expertise? Doesn't the proposed revision favor the separation of students and encourage the initiation of more self-contained classes? What happened to IDEA's federal mandates for least restrictive environments? It is unfortunate that these Policy Revisions were never addressed directly with the county special education administrators or principals who schedule students and teachers. We have had several state meetings but nothing was ever mentioned about these policy changes <b>which are so fundamental to our teachers</b>. I would urge the members of the WVBOE to delay adoption of these special education changes until after a suitable presentation and clarification of the issues has been made to the administrators who must deal with these radical changes. (The WVVOSE has a statewide meeting planned for local special education directors in Charleston on November 5, 1999.)</p>		
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**§126-114-7. Program Components, Descriptions, and Assessments for Teaching Specializations**

10/27/99	Kathleen Steber Wheeling Jesuit University	Wheeling Jesuit University has long been committed to a content-rich, mission driven education. The establishment of a description of a professional educator and the emphasis on performance assessment are welcomed as they are in keeping with the university's focus on competence and leadership.	
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**APPENDIX C**

10/27/99	Robert P. Mason Mineral County Schools	1.5, 1.6.2.3, 3.5, 3.6, 3.7 - good!	
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**APPENDIX D**

10/11/99	Barbara Beard Shepherd College	<p>In earlier drafts the Business Education 5-9 and 9-12 were available as certification areas. I'm requesting the restoration of the two certification levels in Business Education of 5-9 and 9-12.</p> <p>Dialog with public school personnel shows a need for middle school teachers in the business specialization to cover specific career exploration options, computer technology and keyboarding skills.</p> <p>Shepherd College is undertaking the development of a middle school curriculum to meet the needs of the local community. Elementary education students are requesting a Business Education 5-9 certification. In addition, other specialty areas (math, English, physical education) are interested in the Business Education 5-9 certification as well.</p> <p>Many middle schools are hiring full time faculty that have split teaching schedules (i.e. math and business; physical education and business). For these reasons I'm requesting the restoration of the Business Education 5-9 and 9-12 certification levels.</p>	
10/27/99	Robert P. Mason Mineral County Schools	Multi-categorical - good!	

**APPENDIX E**

09/28/99	Felicia Briscoe Concord College	<p>from the Curriculum in Content areas;          "Praxis test objectives that must be used for the development of the specialization"          I am adamantly opposed to letting tests make us dictate our curriculums. Why do we appoint them as our authorities?</p>		
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**GENERAL COMMENTS**

10/18/99	John Taylor, Ed.D. Glennville State College	<p>First, I believe that certification in special education should return to a K-12 certification. Certification in either K-6 or 7-12 makes it difficult on counties hiring teachers in terms of the number of teachers hired and the levels they are teaching, as well as limits job opportunities for graduates. If special education certification was returned to K-12, it would be easier for counties to hire fewer special education teachers, as well as make our special education students and teachers more marketable in other states.</p> <p>Second, I believe that student teachers should not have to complete a student teaching experience at each level of certification. For example, if students are certified K-12, they currently have to complete three student teaching placements of five weeks each. Five weeks is too short of a time period to truly benefit from the experience. If students could complete just two placements, they would develop a greater awareness of the students and have a more beneficial experience. This is also the opinion of the cooperating teachers who work with our student teachers.</p>		
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**GENERAL COMMENTS**

<p>10/18/99</p>	<p>John Taylor, Ed.D. Glenville State College</p>	<p>Third, I believe that student teachers should have to complete a special education placement during their student teaching experience. Special education is a unique field, and without the experience of student teaching in this field, students do not gain the understanding needed to teach students with disabilities when they get a job. The lack of a special education experience may also hinder the employability of graduates.</p> <p>Finally, I believe that self-contained classrooms are needed in special education. There are some students who are unable to function in either the regular classroom or the resource setting. For these students, the self-contained room is the most appropriate choice. If the IEP is supposed to be individualized, how can it be predetermined that the student cannot be in a self-contained classroom if the placement is the least restrictive environment?</p>		
<p>10/26/99</p>	<p>Patricia Stealey, Ed.D Shepherd College</p>	<p>I would like to request consideration for a separate teacher preparation in family and consumer sciences grades 5-9. Our college prepares FACS teachers with a comprehensive field 5-12. There is a current shortage of FACS teachers nationwide. Providing this option enables middle school teachers to be prepared in more than one field. It makes students more employable because part of their schedules can be in one field and part in another. In smaller middle schools around the state a teacher in family and consumer sciences can pick up additional classes in another field of preparation.</p>		