

PUBLIC HEARINGS ON POLICIES 5100, 5202 AND 5500

DATES, SITES AND PROCEDURES

APRIL 29, 1997

<u>RESA</u>	<u>BUILDING</u>	<u>ADDRESS/TELEPHONE</u>	<u>WVDE STAFF</u>
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II	Cabell-Midland HS	U.S. Route 60, Ona 304-743-7400	Carolyn Arrington
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MAY 1, 1997

III	Capital HS (Room 118)	1500 Greenbrier, Charleston 304-348-6500	Mike Valentine
IV	Fayetteville HS	515 W. Maple, Fayetteville 304-574-0560	Lenore Zedosky
V	Parkersburg So. HS	1511 Blizzard Dr. Parkersburg 304-420-9610	Carolyn Meadows
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HEARING PROCEDURES

1. Doors will be open by 6:00 p.m. Hearing begins at 7:00 p.m.
2. All persons desiring to speak must sign in between 6:15 and 6:45. Speakers will receive a maximum of five minutes for their remarks. Speakers must provide a written copy of their remarks.
3. Smoking is not permitted at any of the hearing sites.

EXECUTIVE SUMMARY

REPLACEMENT POLICY 5100: APPROVAL OF EDUCATIONAL PERSONNEL PROGRAMS

Comment Period Ends: May 16, 1997 Adopted: _____

Background

Since November, 1996, a committee of West Virginia public school and higher education personnel have been preparing a replacement policy for Policy 5100, **Approval of Educational Personnel Programs**. The committee was co-chaired by Dr. Kenna Seal, Superintendent, Braxton County Schools and Dr. Ron Childress, Education Professor, West Virginia Graduate College. The intent of the committee's work was to provide a state-wide system of standards and procedures for the preparation of educational personnel that would ensure that graduates of the state's teacher preparation would be equipped to function effectively in West Virginia classrooms and schools.

Purpose of the Proposed Replacement Policy

The purpose of this policy is to provide a state-wide system of standards and procedures for the development, assessment and West Virginia Board of Education approval of educational preparation programs leading to West Virginia licensure. A comparison of the replacement policy with the current Policy 5100 is provided in the attachment.

Impact

Program Impact: The proposed replacement provides a state-wide accountability system for West Virginia institutions that prepare educational personnel for West Virginia licensure. All institutions will be subject to common standards and procedures for licensure programs and will undergo periodic reviews of their programs. Consequently, it is expected that the policy will provide the basis for more consistently high quality graduates of the state's preparation programs.

Fiscal Impact: The state will incur some expenditures from the implementation of the proposed replacement policy. It is anticipated that an additional fiscal obligation of approximately \$20,000 will be required for FY1998 to provide training of program evaluators and to prepare standards in some specializations. Thereafter, it is anticipated that approximately \$15,000 will be required to conduct periodic program reviews and to develop or modify additional specialization standards.

**EDUCATORS FOR WEST VIRGINIA'S FUTURE
COMPARISON OF CURRENT POLICY 5100
AND REPLACEMENT POLICY 5100**

Policy Items	Current Policy 5100	Proposed Replacement Policy
Program Components	<p>General Studies, Preprofessional Skills, Content Specializations and Professional Education</p> <p>Scant attention in Preprofessional Skills Component</p>	<p>Preprofessional Skills, Content Specialization and Professional Education</p>
Educational Technology	<p>Scant attention in Preprofessional Skills Component</p>	<p>Extensive listing of Educational Technology Knowledge and Skills identified for each program component</p>
Standards	<p><u>General Studies:</u> Institutionally defined</p> <p><u>Preprofessional Skills:</u> Statewide assessment criteria identified for reading, mathematics, writing, speaking and listening</p> <p><u>Content Specializations:</u> Common State job-related objectives, which resulted from the development of statewide customized tests, were used as standards for the content knowledge to be included in state approved programs.</p>	<p><u>General Studies:</u> Deleted</p> <p><u>Preprofessional Skills:</u> Standards for reading, writing and mathematics are implicit in statewide tests (PPST) and study guides. Statewide criteria specified for speaking, listening and educational technology skills.</p> <p><u>Content Specializations:</u> Seven categories of national and state standards are identified to serve in content specialization development including State Board adopted instructional goals for the public schools.</p>

Policy Items	Current Policy 5100	Proposed Replacement Policy
Standards - Continued	<p>Professional Education: Statewide performance assessment criteria, developed with the assistance of National Evaluation Systems, were promulgated among West Virginia teacher preparation institutions.</p>	<p>Professional Education: Proposed policy includes standards for professional studies and experiences. The sources for these standards are NCATE, Principles of Learning and Teaching descriptors S.B.300, and recent Board policies.</p>
Monitoring of Component Standards	<p>Institutions file their programs with West Virginia Department of Education. Except for new programs, no on-site reviews required by state policy.</p>	<p>Institutions meet periodic on-site review requirements. Establishes Program Approval Board to review findings of on-site committees and offer recommendations to the West Virginia Board of Education on program approval.</p>
Statewide Testing	<p>Must meet passing scores for Pre-Professional Skills Tests and Content Specialization Tests</p>	<p>Passing Praxis tests required in pre-professional skills, subject area and professional knowledge.</p>
S.B. 300 and Related Policies	<p>No direct attempt to incorporate recent legislation or Board initiatives</p>	<p>Direct attempt to reflect S.B.300 and recent Board policies. Examples include:</p> <ul style="list-style-type: none"> • Greater emphasis on educational technology • Content specializations must include Board adopted instructional goals and objectives • Professional studies standards include career/workplace concepts • Professional studies standards include concepts related to student assessment for improvement of instruction

Policy Items	Current Policy 5100	Proposed Replacement Policy
Educational Personnel Preparation Advisory Committee	Required for all institutions offering approved programs included college faculty and public school representatives and the liaison from the West Virginia Department of Education. Meet as often as deemed necessary.	Topics for EPPAC consideration are delineated. Also, EPPAC must meet at least once a semester.
Interim Program Reviews and Technical Assistance	No provision	Identifies conditions for between cycle reviews and annual reports to ensure program is updated in a timely fashion. Technical assistance may be requested or offered by West Virginia Department of Education
Relationship with the National Council for the Accreditation of Teacher Education (NCATE)	Since West Virginia Board of Education suspended mandatory NCATE accreditation, no formal relationship exists in state policy (5100)	Proposed policy would require the use of NCATE unit standards as part of a national or state review of the unit. State reviews of state standards could be coordinated with NCATE unit reviews. Would probably require new state protocol agreement with NCATE.
Alternative Teacher Education Program	No provision in Policy 5100. However, Board has adopted an alternative teacher education policy for persons <u>without</u> education backgrounds.	No provision in policy. Subcommittee recommends elimination of State Code language and Board Policy 5901 that pertains to alternative teacher education programs.

Policy Items	Current Policy 5100	Proposed Replacement Policy
Provisions for new and experimental programs, and new teacher preparation institutions	Described in current policy	Streamlined provisions. Self-study submitted to Program Approval Board for review and possible further documentation/development before recommending implementation to the West Virginia Board of Education.
Institutional appeals of Program Approval findings and/or recommendations	Provided in current policy	Provided in proposed policy

5100cpar.2/24/97

PUBLIC COMMENT DRAFT 2/27/97

**TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION**

SERIES 114

APPROVAL OF EDUCATIONAL PERSONNEL PROGRAMS (5100)

(REPLACEMENT POLICY)

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TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

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SERIES 114

APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION PROGRAMS (5100)

OFFICE OF THE SECRETARY OF STATE

§126-114-1. General.

1.1. Scope. - This legislative rule establishes the standards 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. -

1.4. Effective Date. -

1.5. Repeal of former rule. -- This legislative rule repeals and replaces WV 126CSR114, Policy 5100.

§126-114-2. Summary.

2.1. This rule outlines the framework for developing and implementing 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: a) to establish standards for program approval; b) to improve educational personnel preparations programs and potential educational personnel and to ensure that those who are licensed 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 other licensure requirements mandated by West Virginia Code and/or West Virginia Board of Education rules.

3.2. This policy commits the West Virginia Board of Education to develop or revise the program objectives, assessment instruments, and proficiency levels for the professional preparation of educational personnel through a collaborative effort involving the West Virginia Department of Education, the West Virginia Higher Education Systems, public school administrators, and classroom teachers.

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

4.1. All educational personnel preparation programs (the Professional Education Unit and each program component) 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 establish: a) the status of the program, b) the time-frame for which the program is approved, and c) conditions and time lines that must be satisfied for the program to continue operation for those programs that have not fully satisfied the standards. The West Virginia Board of Education shall adopt standards and procedures for the approval of educational personnel preparation programs. The West Virginia Board of Education's approval of an educational personnel preparation program enables prospective educators who satisfactorily complete such programs and licensure requirements to be licensed in West Virginia.

§126-114-5. Definitions.

5.0. 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.

5.1. Admission to an Approved Program. - The filing of an application by a prospective educator declaring himself 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.

5.2. Approved Program. - An educational professional preparation program based upon state-adopted program objectives and other requirements which is delivered by an accredited college or university and which has the approval of the West Virginia Board of Education.

5.3. 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.

5.4. Collaborative Program. - Approved educational personnel preparation program that is delivered as the result of a formal written agreement between two 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.

5.5. Endorsement. - The specialization(s) and grade levels appearing on any license, authorized by the West Virginia Board of Education, which indicates the areas to which the holder can be legally assigned within the public schools of West Virginia (West Virginia Code §18A-3-1).

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

5.7. License. - The term used to collectively recognize 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.

5.8. 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.

5.9. 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."

5.10. Performance Assessment. - The process whereby a cooperating public school professional and a higher education faculty member(s) judge a prospective educator's ability to apply basic professional knowledge and skills in an educational setting using an approved instrument that incorporates West Virginia Board of Education approved professional education standards.

5.11. Specialization. - The specific teaching, administrative, or student support assignment in which an individual may function legally 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 §126-114-4.

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

7.1. 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 skills upon which a prospective educator's future performance and effectiveness depend. 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 knowledge and skills. 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 institution must provide for the assessment of speaking and listening skills and educational technology knowledge and skills found in Appendices A and B. Verifying an institution's compliance with the component requirements shall be part of the program review process described in §126-114-11.

7.2.3. Prospective Educator's Assessment and Proficiency Levels. -The future 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. The institution shall establish the assessment 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 doctoral degree from a regionally accredited institution of higher education.
or
- b. Currently holding or have 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 Program (ACT) 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 assessment of required 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) and grade levels listed on a professional license in accordance with West Virginia Code §18A-3-1. 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. Board or legislative initiatives that have implications for the teaching specialization.
- c. Board 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)

7.3.2. Component Assessment. - The component will be assessed as part of the program review process described in §126-114-11.

7.3.3. Prospective Educator's Assessments and Proficiency Levels.- Candidates for West Virginia licensure shall be required to meet West Virginia Board of Education Praxis II specialty area test score(s) indicated for the anticipated specialization(s). A listing of current Board required tests and passing scores is found in Appendix E.

7.4. Professional Education Component.

7.4.1. Component Description. - Professional Education includes the studies and experiences offered by the Professional Education Unit to prepare the prospective educator to

translate professional or content knowledge into successful educational performance. Professional education standards are listed in Appendix C.

7.4.2. Component Assessment. - The component will be assessed as part of the program review process described in §126-114-11.

a. Performance assessment instruments and procedures shall be based on the professional education standards in Appendix C. The performance assessment shall be administered by a local team composed of the higher education supervisor and public school cooperating personnel. When a public school cooperating supervisor with the appropriate experience and/or training is not available to administer the performance assessment, higher education may designate an institution-based clinical supervisor in lieu of the public school supervisor.

b. The acceptable proficiency level on the professional performance assessment for the field-based experience(s) shall be developed collaboratively by public school administrators, classroom teachers, and teacher education faculty. Verification of the proficiency level shall be by both college supervisor(s) and public school cooperating personnel, except where the institution-based clinical supervisor is used under conditions noted in item a (preceding).

7.4.3. Prospective Educator's Assessment and Proficiency Levels.

a. Professional Knowledge Assessment. - Persons completing programs leading to the initial teaching license after September 1, 1997 shall pass a West Virginia Board of Education adopted Principles of Learning and Teaching Praxis test that includes at least a portion of the grade levels indicated on the anticipated license.

b. Performance Assessment. - Each candidate for the professional teaching license shall be assessed by administration of the institution's performance instrument(s) and procedures for field-based experiences. The prospective educator must be assessed at each programmatic level and in at least one specialization in general or vocational education for which the educator is requesting licensure. A Grade Nine placement may be used to satisfy the performance assessment requirements for **either (but not both)** middle childhood education or adolescent education programs. A Kindergarten placement may be used to satisfy **either** Early Education, Early Childhood Education or Elementary Education performance assessment requirements. A separate performance assessment is required for the following teaching specializations: Elementary Education, Early Childhood Education, Early Education and **each** special education endorsement. **Note: Until the replacement of categorical special education endorsements in mild/moderate behavioral disorders, mentally impaired and specific learning disabilities with a multi-categorical endorsement, a performance assessment is required in at least one of the three categorical endorsements.** Special education performance assessments shall be conducted in assignments that conform to the following grade level and professional assignment requirements:

A. The special education performance assessment is for instruction in any content area and grade levels for which the candidate holds licensure, or,

B. The special education performance assessment is for instruction in a content area for those special education students who are not included in the content area provided that the curriculum has been collaboratively developed with an educator licensed in the content area, or

C. The performance assessment is for the candidate who serves in a consultative role within the grade levels of the anticipated special education endorsement, or,

D. In the case of the candidate who holds (or is anticipating issuance) elementary or multisubject licensure, the special education performance assesment may include instruction in the "teacher of record" role for special needs students at the middle/junior/high school level if the student's Individualized Education Plan (IEP) indicates the delivery of instruction by such a teacher and provided the subjects taught are generally within the scope (grade levels and content) of the candidate's elementary/multisubjects background.

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

8.1. All student support and administrative preparation programs shall consist of three (3) components: preprofessional skills, content specialization, and professional education.

8.2. Preprofessional Skills Component. - All provisions of this component described for teaching specializations (see 7.2 above) apply for student support and administrative specializations except for candidates who meet waiver requirements indicated in 7.2.4 above.

8.3. Content Specialization Component. - All provisions of this component described for teaching specializations (see 7.3 above) apply for student support and administrative specializations.

8.4. Professional Education Component.

8.4.1. Component Description. - The professional education component for student support and administrative programs are the behaviors related to the effective delivery/management of appropriate services to students and the institution's assessment of such behaviors. The behaviors are based on objectives identified in the content specialization component for the specific student support or administrative specialialization.

8.4.2. Component Assessment. - The component will be assessed as part of the program review process described in §126-114-11.

8.4.3. Prospective Educator's Assessment and Proficiency Levels. - Each candidate for licensure shall be assessed by administration of the institution's performance instruments and procedures for the specific specialization. The performance assessment is required for each specialization and each programmatic level where a performance assessment has not been conducted. The acceptable proficiency level for the assessments shall be developed cooperatively by public school and college personnel who shall also participate in the verification of the candidate's attainment of required performance levels.

§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 institution of higher education using written policies adopted by the Professional Education Unit.

9.2. The Educational Personnel Preparation Advisory Committee (EPPAC). - Each institution of higher education that offers an educational preparation program shall have an Educational Personnel Preparation Advisory Committee which consists of representatives from college and university educators, public school administrators and classroom teachers. The liaison to the institution from the authorized agency shall serve in a nonvoting role. EPPAC serves as an advisory body to the institution's chief educational personnel preparation officer in developing and reviewing all educational personnel 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 self-study materials.

9.3. Professional Education Unit Standards. - Institutions offering state approved programs must meet the standards for the functioning of the Professional Education Unit. Although the source of the Unit standards is the National Council for the Accreditation of Teacher Education, accreditation by NCATE is not a requirement for program approval. Moreover, non-NCATE institutions are not required to meet Unit standards related to general studies since general studies has been eliminated as a required component for state program approval. Procedures and time lines for the review of the Professional Education Unit are described in §126-114-11.

9.4. Second Field/Programmatic Level Requirements. - In addition to satisfying the above described component requirements (§126-114-7) and the provisions of State Board Policy 5202, **Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications**, recommendations for the initial professional license must reflect two (2) specializations within one programmatic level or one specialization across two (2) programmatic levels. Exemptions from the two specializations or two programmatic level requirements are: Business Education, Early Education, Early Childhood Education, Marketing, Biology, Chemistry, and Physics. Institutions may petition the State Board for approval of additional exemptions to the requirement.

9.5. Special Education Prerequisites. - Special education approved programs may be completed only in combination with a general education specialization or an approved vocational program leading to an endorsement on a West Virginia Professional Teaching license. 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. Special education approved programs are identified in Appendix D. Grades levels specified for completion of a special education program are limited to the broadest and most comparable programmatic levels indicated for the professional teaching specialization (s) completed except that persons who complete an approved Elementary Education program for grades K-6 and an approved special education teaching specialization that includes grades K-12 are eligible for the special education, Grades K-12 endorsement.

§126-114-10. Program Approval Board.

10.1. Program Approval Board Members. - The Program Approval Board shall be comprised of six members appointed by the West Virginia Board of Education 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 members' term shall be for three years with the exception of the initial board members whose term shall be staggered to promote continuity in its membership. A Program Approval Board member must exempt himself/herself from deliberations and actions related to an institution's status if he/she is an employee of that institution or served as a team member during the institution's program review. The authorized agency shall appoint one of its staff members to serve as a nonvoting liaison to the Board.

10.2. Functions of the Program Approval Board. - The Program Approval Board shall offer recommendations concerning the approval status and time lines for all educational preparation programs that require West Virginia Board of Education approval. The primary function of the Program Approval Board is to review the findings of the program review team and all other documents deemed appropriate or relevant to the approval status of the educational personnel preparation program. Following its deliberations, the Program Approval Board shall issue a report to the West Virginia Board of Education with a copy to the institution on the proposed approval status of the program. The Program Approval Board shall meet at least once each semester unless no materials have been submitted to the Board for review and recommendation.

§126-114-11. Program Review Procedures for Comprehensive and Continuing Reviews.

11.1. Joint WV/NCATE Review Agreement. - To ensure the preparation of quality personnel and to maximize resources at both the state and institutional levels, staff from the authorized agency, in collaboration with representatives from West Virginia's higher education governing boards for public and private institutions, shall negotiate a protocol agreement with NCATE. The proposed joint WV/NCATE protocol agreement will be submitted to the West Virginia Board of Education for review and approval. The agreement will ensure that during the review process the standards will be verified as follows: a) Professional Education Unit standards of common concern to both the state and NCATE shall be addressed in a written report prepared by the Board of Examiners, b) standards and objectives that are specific and unique to the state's public school program shall be addressed in the written report prepared by the state team, and c) both reports on the findings related to program's compliance with the common and state specific standards shall be considered by the Program Approval Board in its recommendations relating to program approval status to the West Virginia Board of Education.

11.2. State Review of Non-NCATE Institutions. - The authorized agency shall oversee the review process and the preparation of the written report for submission to the Program Approval Board. The primary difference between a state review of non-NCATE institutions and a joint WV/NCATE review shall be that, in the former teams, members will be limited to personnel from West Virginia public and private institutions of higher education and West Virginia public school systems who have successfully completed the training for serving as on-site members.

11.3. Time Lines for Submission of Documents. - The institution is required to submit all state documents needed by the state team for a WV/NCATE on site review according to the time lines established in the NCATE procedures and for state only reviews according to time lines established by the authorized agency.

11.4. Scheduling the Review for NCATE Accredited Institutions and Institutions Seeking Accreditation. - The authorized agency will collaborate with NCATE in scheduling the WV/NCATE review. For institutions currently accredited by NCATE, the state time line for program review shall coincide with the date for program review used by NCATE provided the agency continues on a five-year approval cycle. An institution that plans to seek NCATE accreditation may have its time line for state program review extended to the school year 2000-2001 provided the institution: a) submits written verification of its declaration to seek NCATE accreditation and plans to schedule a review prior to June 30, 2001, and b) the annual reports to the authorized agency reflect progress toward this goal.

11.5. Scheduling the Review for Non-NCATE Accredited Institutions. - Immediately following the adoption of these rules, the authorized agency will collaborate with administrators at the non NCATE accredited institution to establish the semester and year of the initial comprehensive on-site review. In no case shall a non NCATE accredited institution's review be scheduled later than the Spring of 2001. Depending on the findings from the comprehensive review, it will be followed by another comprehensive review or a continuing review. Each non- NCATE accredited institution must reflect progress toward achieving state standards in the annual report to the authorized agency.

The authorized agency may designate that specific program standards/criteria be addressed and that the report reflect progress toward the common and/or unique standards in the annual reports submitted prior to the scheduled on-site review.

11.6. Composition of the Team for Comprehensive Reviews. - A comprehensive WV/NCATE review shall include five members appointed by NCATE and four state members appointed by the authorized agency. The collective team members shall be known as the Board of Examiners. The four state members shall include at least two representatives each from higher education and public education. Additionally, one representative from the authorized agency shall serve as a non voting member. Also, non-voting observers from both the higher education central office and the West Virginia Association of Independent Colleges shall be invited to serve on the team. For a comprehensive review of a non-NCATE accredited institution, the review team shall approximate the team size reflected in a comprehensive WV/NCATE review.

11.7. Composition of the Team for Continuing Reviews. - During a continuing WV/NCATE program review, the state team members will constitute one less member than the NCATE appointed members. The authorized agency will make a concerted effort to balance the state team's representation between higher education and public education. The authorized agency will be represented by one non-voting member. For a state only continuing program review, the review team shall approximate the team size and composition reflected in a continuing WV/NCATE review. Also, non-voting observers from both the higher education central office and from the West Virginia Association of Independent Colleges shall be invited to serve on the team.

11.8. Selection, Qualifications, and Duties of the State Team Members. - The authorized agency shall appoint all state team members from a cadre of trained evaluators. During a WV/NCATE sanctioned review, all state team members shall assume the duties and responsibilities assigned to the Board of Examiners as well as the additional responsibilities imposed as state team members for preparing a state team report. Conflict of interest procedures and criteria used in the appointment of the NCATE team shall apply to the selection of the state team members. In addition to data collecting and participating in the deliberations relating to findings on the standards, the team chair(s) may assign each member to develop selected components of the report.

11.9. Report on the Findings. - The written report(s) shall be submitted by the team chairperson(s) to the appropriate agency(ies) within 30 days following the on-site review. The appropriate agency (NCATE and state or state only) shall submit the report of the team's findings to the institution.

11.10. Institutional Rejoinder. - The institution must file an institutional rejoinder within 30 days after receiving the on-site review report(s) with the appropriate agency(ies) indicating agreement with the findings or documenting those areas in which the on-site team's findings are allegedly in error or the institutions has made corrections since the on-site review.

11.11. The report(s), the rejoinder(s) and other supporting documents resulting from the review shall be submitted to the Program Approval Board for review and recommendation.

§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 perceived problem with the implementation of the institution's program based on data reports, student and/or parent concerns, licensure recommendations, test scores, reports from cooperating public school personnel or other valid reports related to the program and/or its graduates. The authorized agency's representative and the institution's representative shall make a concerted effort to resolve the perceived problem. Either the authorized agency or the institution may request the technical assistance of personnel with expertise in the problematic area if the two are unable to agree on a mutually acceptable solution to the problem.

12.3. Technical Assistance in the Implementation of an Action Plan. - The institution and the authorized agency 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 will be monitored by the agency and if needed, by the technical assistance team.

12.4. Progress Consultations. - Staff from the authorized agency will confer with institutional staff, as often as mutually agreed upon, on progress made in the implementation of the action plan or to discuss 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. - An institution that refuses to address an identified problem or does not make satisfactory progress in implementing the action plan 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 president of the institution, the appropriate higher education governing board for public institutions, to the Program Approval Board and to the West Virginia Board of Education. The Program Approval Board shall evaluate the authorized agency's recommendation and make a recommendation to the West Virginia Board of Education relative to the approval status of the institution's program.

§126-114-13. New Content Specialization.

13.1. Authorization. - An institution currently delivering approved educational personnel preparation programs must obtain approval from its governing board for the implementation of any new program prior to seeking the review by the authorized agency. All institutions participating in the collaborative delivery of a program shall obtain the authorization of its respective boards.

13.2. Self-Study. - The institution must develop a self-study that addresses all criteria established in the self-study guidelines for new content specializations. Also, EPPAC review of the program must be documented.

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

13.3.1. Recommend to the West Virginia Board of Education that the program be implemented, with or without conditions, or

13.3.2. Require additional documentation (written and/or as a result of an on-site review) to further determine the program's readiness for implementation, or

13.3.3. Require additional program development before the program is recommended for implementation. The institution may request technical assistance from the authorized agency as provided in §126-114-12.

§126-114-14. Experimental Programs.

14.1. Authorization and Program Objectives. - 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 Board 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 will 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 §126-114-12 for a new content specialization. The experimental program's self study must comply with the guidelines adopted by the authorized agency.

§126-114-15. Modifications Within Currently Approved Programs.

15.1. 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 will acknowledge approval or nonapproval of the modification by letter to the institution. If approved, the modification will be incorporated into the institution's approved program materials on file at the authorized agency.

§126-114-16. Annual Reports.

16.1. NCATE and Annual Progress Reports. - For those institutions that hold or are seeking NCATE accreditation, copies of all NCATE required documents and reports must be submitted to

the authorized agency. Each institution with a state approved program shall report annually to the authorized agency on its progress: a) to meet standards for any unit shortcoming and/or content specialization standards that are not fully met, b) to implement new legislative or Board initiatives that impact on the qualifications and preparation programs for new educational personnel, c) to address any program criteria descriptions that may be needed by the authorized agency prior to the comprehensive or continuing on-site reviews, and d) to maintain current programs by providing a description of the major changes and initiative undertaken by the unit during the past academic year.

16.2. 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.

16.3. Noncompliance. - An institution that fails to meet the criteria for the annual report is subject to having the institution's program approval status reduced or 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 Approval Board which shall review the case and issue a decision. Any recommendation by the Program Approval Board to alter the approval status must be submitted to West Virginia Board of Education for review and action.

§126-144-17. Approval Procedures for New Institutions.

17.1. An institution that does not currently offer Board approved programs, may notify the authorized agency of its desire to offer approved 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 programs.

17.2. 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.

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

§126-114-18. Institutional Response to Program Approval Board Recommendations

18.1. Institutional Response. - Within fourteen (14) days of receiving the report from Program Approval Board, an institution may file a letter with the West Virginia Board of Education declaring its intent to file a response to the recommended status and/or time lines. The institution must file the aggrieved items, along with the appropriate documentation, within forty (40) days of receipt of the Program Approval Board's recommendation. Following a review of the institution's response, the West Virginia Board of Education will issue a decision on the approval status and time lines of the institution's program.

APPENDIX A
PRE-PROFESSIONAL SKILLS FOR
SPEAKING AND LISTENING

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 non-standard articulation or dialectal patterns to achieve accuracy of intended meaning.

1.6 Suspending Judgment. Listen non-judgmentally 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 non-threatening 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.

APPENDIX C
PROFESSIONAL EDUCATION STANDARDS
FOR TEACHING SPECIALIZATIONS

APPENDIX C
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 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)

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

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

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

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

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

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

3.7 Incorporate into instruction specialization related career information and experiences as well as essential workplace skills and attitudes. (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 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, co-workers and others. (N, S, P)

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

5.3 Use ethical procedures. (N, S)

APPENDIX D

SPECIALIZATIONS RECOGNIZED ON THE PROFESSIONAL LICENSE

APPENDIX D
SPECIALIZATIONS RECOGNIZED ON THE PROFESSIONAL LICENSE

Recognized Programmatic Levels

- Early Education (PreK-K)
- Early Childhood (Grades K-4)
- Middle Childhood (Grades 5-9)
- Adolescent (Grades 9-12)
- Adult

Grade Level Options for General Education Specializations

Art	Grades K-12, 5-12
Biology	Grades 9-12
Chemistry	Grades 9-12
Coordinated and Thematic Science*	Grades 5-12, 5-9
Driver Education*	Grades 9-12
Early Childhood Education	Grades K-4
Early Education	PreK-K
Elementary Education	Grades K-6
English	Grades 5-12, 5-9
English as a Second Language*	Grades K-12
French	Grades 5-12, 5-9
General Math through Algebra I	Grades 5-12, 5-9
German	Grades 5-12, 5-9
Health	Grades K-12, 5-12
Japanese*	Grades 5-12, 5-9
Journalism	Grades 9-12
Language Arts* (Includes English, Journalism, and Oral Communications)	Grades 5-12
Latin	Grades 5-12, 5-9
Mathematics	Grades 5-12
Middle Childhood--Prof. Develop.	Grades 5-9
Music	Grades K-12
Oral Communications	Grades 9-12
Physical Education	Grades K-12, 5-12
Physics	Grades 9-12
Reading (Developmental/Remedial)*	Grades K-9, 5-12
Reading Specialist**	Grades K-12

*New Specialization

**Requires Master's Degree

Grade Level Options for General Education Specializations, Continued

Russian	Grades 5-12, 5-9
School-Library Media	Grades K-12
Social Studies	Grades 5-12, 5-9
Spanish	Grades 5-12, 5-9
Technology Education	Grades 5-12

Grade Level Options for Vocational Specializations

Agriculture	Grades 5-12
Business Education	Grades 5-12, 9-12
Consumer & Homemaking	Grades 5-12
Marketing	Grades 9-12

Grade Level Options for Special Education Specializations

Gifted	Grades K-8, 5-12, K-12
Hearing Impaired	Grades K-8, 5-12, K-12
Mildly/Moderately Impaired*	Grades K-8, 5-12, K-12
(Includes Autism, Behavioral Disorders, Mentally Impaired, Learning Impaired, and Orthopedically Impaired)	
Preschool Special Needs	Grades PreK-K
(Includes Autism)	
Severely/Profoundly Impaired*	Not Specified
(Includes Autism, Behavioral Disorders, Mentally Impaired, Learning Impaired and Orthopedically Impaired)	
Vision Impaired	Grades K-8, 5-12, K-12

Grade Level Options for Student Support Specializations

Athletic Trainer	Grades 5-12
Counselor**	Grades K-12, K-9, 5-12
Education Audiologist**	Grades K-12
Occupational Therapist*	Grades K-12
Physical Therapist*	Grades K-12
School Nurse	Grades K-12
School Psychologist**	Grades K-12
School Social Worker*	Grades K-12
Social Services and Attendance	Grades K-12
Speech Assistant*	Grades K-12
Speech Language Pathologist**	Grades K-12

*New Specialization

**Requires Master's Degree

Grade Level Options for Administrative Specializations

Central Office Administrator* **	Not Specified
Principal**	Grades K-12, K-9, 5-12
Superintendent**	Not Specified

*New Specialization
**Requires Master's Degree

APPENDIX E
REQUIRED TESTS FOR COMPLETION OF WEST VIRGINIA
APPROVED PROGRAMS LEADING TO WEST VIRGINIA LICENSURE

**REQUIRED TESTS FOR COMPLETION OF WEST VIRGINIA
APPROVED PROGRAMS LEADING TO WEST VIRGINIA LICENSURE**

PreProfessional Skills Praxis I ¹				
	Paper/Pencil Version		Computer-Based Version	
	Test Code	Required Score	Test Code	Required Score
	Reading	710	172	711
Writing	720	171	721	316
Mathematics	730	172	731	317

California Achievement Tests Required for Vocational Educators (Vocational Permit or Certificate)	
Required Score	
Reading	774
Writing	760
Mathematics	780

Professional Education ²		
	Test Code	Required Score
Professional Education Principles of Learning and Teaching, Grades K-6	0522	152
Principles of Learning and Teaching, Grades 5-9	0523	To be determined
Principles of Learning and Teaching, Grades 7-12	0524	144

Content Specialization Tests Praxis II ³		
General/Vocational Education	Test Code	Required Score
Agriculture	0700	430
Art	0133	146
Biology	0235	152
Business Education or Business Principles	0100	570

¹There are three provisions for waiving the PPST as indicated in Section 7.2.4., one of which includes the achieving of Board adopted composite scores for the ACT or SAT. These scores currently are: ACT 25; ACT 26 (enhanced) - effective November 1989; SAT 1035; SAT 1125 (recentered) - effective April 1995.

²Effective September 1, 1997 for candidates completing approved programs leading to initial teaching professional licensure.

³Persons completing middle school endorsements except in mathematics and Professional Development: Middle Childhood Education, are not required to take a Praxis II specialty area test.

APPENDIX E

Content Specialization Tests Praxis II		
General/Vocational Education	Test Code	Required Score
Chemistry	0245	150
Chemistry and Physics	0245 0265	150 126
Consumer and Homemaking	0120	530
Coordinator of Cooperative Education	NA	No test required
Early Education (PreK-K)	0530	590
Elementary Education (K-6)		Under discussion
English/Language Arts	0041	151
French	0173	131
General Math through Algebra I	0067	146
General Science - Biology ⁴ Physical Science ⁴ General Science	0231 0481 0432	135 133 142
German	0181	132
Health Education	0550	620
Japanese		Under discussion
Journalism	NA	No test required
Latin	0600	480
Marketing	0560	600
Mathematics (Comprehensive) ⁵	0061	133
Multi-Subjects, grades K-8	0011	148
Multi-Subjects, grades K-4	0020	530
Music	0113	143
Occupational Home Economics	NA	No test required
Oral Communications	0220	600
Physical Education	0091	150
Physics	0265	126

⁴A passing test score submitted for the Biology endorsement may be substituted for the Biology test requirement indicated for General Science. Also, a passing score submitted for the Chemistry or Physics endorsement may be substituted for the Physical Science test requirement indicated for General Science.

⁵Persons completing a middle school Mathematics (comprehensive) endorsement must take the General Math test (0067).

APPENDIX E

Content Specialization Tests Praxis II		
General/Vocational Education	Test Code	Required Score
Prevocational Exploration	NA	No test required
Professional Development: Middle Childhood Education	0523	To be determined after first test administration
Reading		Under discussion
Reading Specialist	0300	520
Russian	NA	No test required
Safety Education	0867	141
School-Library Media	0310	520
Secretarial Studies	NA	No test required
Social Studies	0081	144
Spanish	0191	143
Technology Education	0050	570
Special Education		
Multi-categorical Special Education (Mild/Moderate) Application of Core Principles Across Categories of Disabilities Knowledge-Based Core Principles ⁶	0352 0351	127 119
Behavioral Disorders (including and excluding) Teaching Students with Behavioral Disorders/Emotional Disturbances Knowledge-Based Core Principles ⁶	0371 0351	136 119
Gifted	0357	161
Hearing Impaired	NA	No test required
Mentally Impaired(Mild/Moderate) Teaching Students with Behavioral Disorders/Emotional Disturbances Knowledge-Based Core Principles ⁶	0321 0351	124 119
Physically Handicapped	NA	No test required
Preschool Handicapped	0690	510
Severely and Profoundly Handicapped	NA	No test required
Specific Learning Disabilities Teaching Students with Learning Disabilities Special Education: Knowledge-Based Core Principles ⁶	0381 0351	124 119
Visually Impaired	NA	No test required

⁶A passing content specialization test (NES Test) in Behavioral Disorders, Mental Impairment (mild/moderate) or Specific Learning Disabilities may be used to satisfy the Knowledge-Based Core Principles testing requirement (0351) indicated for these tests in the Praxis series.

APPENDIX E

Content Specialization Tests Praxis II		
Student Support Services	Test Code	Required Score
Athletic Trainer ⁷	0097	158
School Counselor	0420	560
Education Audiologist	0340	540
School Nurse	NA	No test required
School Psychologist	0400	540
Social Services and Attendance	0210	560
Speech-Language Pathologist	0330	510
Administration/Supervision		
Principal, Superintendent, Supervisor of Instruction, and Vocational Administrator	0410	520
Education Leadership		Under discussion

⁷Persons holding current National Athletic Trainers Association membership are exempt from taking the Praxis Athletic Trainer test.

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 5100 Approval of Educational Personnel Programs (Replacement Policy) 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	\$ 20,000	\$	\$ -0-	\$ 20,000	\$ 15,000
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

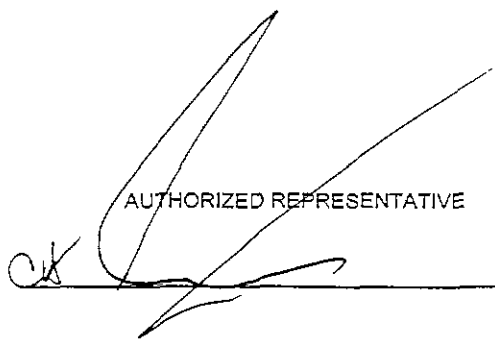
3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

The implementation costs include:

- Training a cadre of program evaluators.
- Expenses for on-site program reviews.
- Expenses of Program Approval Board meetings.
- Increased staff travel to institutions of higher education for technical assistance related to the policy.

DATE 11/17/97

AGENCY
Department of Education

AUTHORIZED REPRESENTATIVE


RESPONSE

Policy 5100: Approval of Educational Personnel Programs

Directions: Please use this form to comment on proposed Policy 5100: Approval of Educational Personnel Programs. Feel free to use the back of this form if you need more space to write your comments; however, be sure to identify the section to which you are commenting.

Individual/Organization: _____

Address:

Comments on Policy 5100: Approval of Educational Personnel Programs

§126-114-1. General

§126-114-2. Summary

§126-114-3. Purpose

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

§126-114-5. Definitions

RESPONSE
Policy 5100: Approval of Educational Personnel Programs

§126-114.6. Authorization and Accreditation Requirements

§126-114.7. Program Components, Descriptions, and Assessments for Teaching Specializations.

§126-114.8. Program Components, Descriptions, and Assessments for Student Support and Administrative Specializations

§126-114.9. Additional Approved Program Requirements

§126-114-10. Program Approval Board

§126-114-11. Program Review Procedures for Comprehensive and Continuing Reviews

§126-114-12. Technical Assistance

RESPONSE
Policy 5100: Approval of Educational Personnel Programs

§126-114-13. New Content Specializations

§126-114-14. Experimental Programs

§126-114-15. Modifications Within Currently Approved Programs

§126-114-16. Annual Reports

§126-114-17. Approval Procedures for New Institutions

§126-114-18. Institutional Response to Program Approval Board Recommendations

Appendix A - Pre-Professional Skills for Speaking and Listening

RESPONSE
Policy 5100: Approval of Educational Personnel Programs

**Appendix B - Educational Technology Standards for Preprofessional Skills, Content
Specialization, and Professional Education Components**

Appendix C - Professional Studies Standards

Appendix D - Specializations Recognized on the Professional License

**Appendix E - Required Tests for Completion of West Virginia Approved
Programs Leading to West Virginia Licensure**

RETURN BY MAY 16, 1997

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