

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In this Box

FILED

JUN 24 3 40 PM '97

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. Const., Article XII, §2 and W.Va. Code §18-2-5.

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE XX

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

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

AMENDMENT TO AN EXISTING RULE: YES XX, NO _____

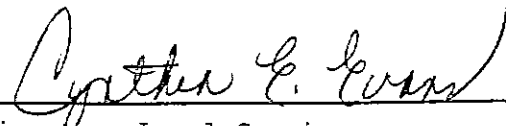
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 114

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

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: _____

TITLE OF RULE BEING ADOPTED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 24, 1997.



Director, Legal Services

\$10.40

TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION

SERIES 114

APPROVAL OF EDUCATIONAL PERSONNEL PROGRAMS (5100)

(REPLACEMENT POLICY)

POLICY §126-114
TABLE OF CONTENTS

§126-114-1.	General.....	1
§126-114-2.	Summary	1
§126-114-3.	Purpose.....	1
§126-114-4.	Authority of the West Virginia Board of Education	2
§126-114-5.	Definitions.	2
	5.1. Accredited College	2
	5.2. Admission to an Approved Program	2
	5.3. Approved Program	3
	5.4. Authorized Agency	3
	5.5. Collaborative Program	3
	5.6. Endorsement	3
	5.7. EPPAC	3
	5.8. License	3
	5.9. NCATE	3
	5.10. Professional Education Unit	3
	5.11. Professional Performance Assessment	3
	5.12. Specialization	3
§126-114.6.	Authorization and Accreditation Requirements.	4
	6.1. Institutional Authorization	4
	6.2. Institutional Accreditation	4
§126-114.7.	Program Components, Descriptions, and Assessments for Teaching Specializations.	4
	7.1. Program Components.....	4
	7.2. Preprofessional Skills Component	4
	7.3. Content Specialization Component	5
	7.4. Professional Education Component	6
§126-114.8.	Program Components, Descriptions, and Assessments for Student Support and Administrative Specializations	7

§126CSR114

8.1.	General	7
8.2.	Preprofessional Skills Component	7
8.3.	Content Specialization Component	7
8.4.	Professional Education Component	7
§126-114-9.	Additional Approved Program Requirements	8
9.1.	Program Admission, Retention and Exit Criteria.	8
9.2.	The Educational Personnel Preparation Advisory Committee (EPPAC)	8
9.3.	Second Field/Programmatic Level Requirements	9
9.4.	Special Education Prerequisites	9
§126-114-10.	Program Review Board	9
10.1.	Program Review Board Members	9
10.2.	Functions of the Program Review Board	9
§126-114-11.	Program Review Procedures	10
11.1.	Program Review Agreements for Institutions Holding Or Seeking NCATE Accreditation	10
11.2.	Program Review Procedures for Non-NCATE Institutions	10
11.3.	Institutional Rebuttal	10
§126-114-12.	Technical Assistance	10
12.1.	Technical Assistance in Program Development	10
12.2.	Technical Assistance in Response to an Identified Problem/Issue ..	10
12.3.	Technical Assistance in the Implementation of an Action Plan	11
12.4.	Progress Consultations	11
12.5.	Noncompliance	11
§126-114-13.	New Content Specialization	11
13.1.	Authorization	11
13.2.	Self-Study	11
13.3.	Program Approval Board	11
§126-114-14.	Experimental Programs	12

§126CSR114

14.1. Authorization and Program Objectives	12
§126-114-15. Modifications Within Currently Approved Programs	12
15.1. Program Modifications	12
§126-114-16. Annual Reports	12
16.1. Annual Progress Reports	12
16.2. Annual Data Report	12
16.3. Noncompliance	12
§126-114-17. Approval Procedures for New Institutions	13
§126-114-18. Institutional Response to Program Approval Board Recommendations ...	13
Appendix A - Preprofessional Skills for Speaking and Listening	15
Appendix B - Educational Technology Standards for Preprofessional Skills, Content Specialization, and Professional Education Components	21
Appendix C - Professional Education Standards for Teaching Specializations	27
Appendix D - Specializations Recognized on the Professional License	31
Appendix E - Required Tests for Completion of West Virginia Approved Programs Leading to West Virginia Licensure	37

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

FILED

JUN 24 3 41 PM '97

SERIES 114

APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION PROGRAMS (5100)

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

§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. - June 24, 1997

1.4. Effective Date. - July 24, 1997

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 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 to: a) establish a process for program approval; b) improve educational personnel preparation programs and potential educational personnel; and c) 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 Commission for Professional Teaching Standards, the West Virginia Department of Education, West Virginia institutions of higher education (public and private), public school administrators, and classroom teachers.

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

4.1. All educational personnel preparation programs 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 wish to 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 Section 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. - 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.

5.4. 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 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 indicate the areas to which the holder can be legally assigned within the public schools of West Virginia (West Virginia Code §18A-3-1).

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

5.8. 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.

5.9. 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.

5.10. 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."

5.11. 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.

5.12. 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 §126-114-5.1.

§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 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. 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 knowledge and skills for speaking, listening, and educational technology found in Appendices A and B. Verifying an institution's compliance with the component requirements shall be part of the program review process.

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. 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:

§126CSR114

- 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 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. 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)

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

7.3.3. Prospective Educator's Assessment 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 institution 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 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. 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 teacher 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 determined 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 on the professional performance assessment by administration of the institution's performance instrument(s) and procedures for field-based experiences. Each candidate for initial licensure shall spend a minimum of twelve weeks in 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 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 performance assessment is required for the following teaching specializations: elementary education, early childhood education, early education and each special education endorsement except that a performance assessment is required in at least one of the endorsements in behavior disorders, mentally impaired, and specific learning disabilities. Programmatic levels for a special education specialization may not exceed the broadest grade levels reflected on the general or vocational specializations on the Professional Teaching Certificate. A candidate's special education performance assessment shall be conducted in assignments that conform to the following grade levels and professional assignment(s):

A. The special education performance assessment may be conducted in any content specialization and grade levels in the general or vocational education program for which the candidate anticipates licensure; **OR**

B. The special education performance assessment may be conducted in an instructional setting where the special education teacher candidate collaborates with the general or vocational teacher when special education students are included in the regular classroom; **OR**

C. The special education performance assessment may be conducted in an instructional setting where the special education teacher candidate delivers the instructional goals and objectives to those special education students who are not included in the regular classroom provided the special education teacher candidate collaborates with an educator licensed in the general or vocational specialization for which instruction is provided.

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

8.1. General. - 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 consist of the behaviors related to the effective delivery/management of appropriate services to students and the institution's procedures for the assessment of such behaviors. The behaviors are based on objectives identified in the content specialization component for the specific student support or administrative specialization.

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

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 institutions' written policies .

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

9.2.1. New and revised preparation programs.

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. - 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 West Virginia Board of Education for approval of additional exemptions to the requirement.

9.4. 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 Certificate. 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. Current approved programs are identified in Appendix D. Grade 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).

§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 and Board of Directors shall each appoint one member and the State Board shall appoint the rest of the 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/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 Review Board. - The Program Review 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 Review 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 Review 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 Review 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.

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 review educational personnel preparation programs offered by non-NCATE institutions at least every five years. Additional timelines related to the submission of data or other documentation of the institution's compliance with program approval criteria, the scheduling of program reviews, the selection, number and role of state review members, and procedures for the reporting of program review results shall be collaboratively developed by the authorized agency and affected institutions prior to State Board approval.

11.3. Institutional Rebuttal. - The institution must file an institutional rebuttal with the authorized agency within fourteen (14) days after receiving the report from the authorized agency. The institution must file the rebuttal documentation with the authorized agency within forty (40) days after receiving the report. The institution's rebuttal shall indicate those areas in which the institution alleges the findings are in error or the time lines and approval status are unwarranted. Documents related to the program's approval status, particularly the report of the state review team and the institution's rebuttal documents, shall be submitted to the Program Review Board for review, deliberation, resolution and recommendation to the State Board.

§126-114-12. Technical Assistance.

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

12.2. Technical Assistance in Response to an Identified Problem/Issue. - A representative from the authorized agency shall identify for the institution's chief educational personnel preparation administrator any problem with the implementation of the institution's program based on data reports, licensure recommendations, test scores, reports from cooperating public school personnel or other valid accreditation or governing agency reports related to the program and/or its graduates. The authorized agency's representative and the institution's representative shall make a concerted effort to resolve the documented problem by the development and adoption of an action plan. 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 president of the institution, the appropriate higher education governing board for public institutions, the Program Review Board and the West Virginia Board of Education. The Program Review 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. The West Virginia Board of Education shall review the documentation relating to noncompliance with the action plan and it may alter the program's approval status.

§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 their 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 Review Board. - The self-study shall be submitted to the Program Review Board for review. Upon review of the self-study, the Program Review 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 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.

§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 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.

§126-114-16. Annual Reports.

16.1. Annual Progress Reports. -. Each institution with a state approved program shall report annually to the authorized agency on its progress to: a) meet any content specialization standards that are not fully met, 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 authorized agency 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.

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 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.

§126-144-17. 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 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).

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 Review Board's Recommendations

18.1. Institutional Response. - Within thirty (30) days of receiving the report from the Program Review Board, an institution may file a letter with the West Virginia Board of Education challenging the Program Review Board's recommended timelines and/or approval status. Following a review of the institution's response, the West Virginia Board of Education shall issue a decision on the approval status and time lines of the institution's program(s).

5100620. 6/20/97

APPENDIX A
PREPROFESSIONAL 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 CURRENTLY RECOGNIZED
ON THE PROFESSIONAL CERTIFICATE
AND
SPECIALIZATIONS RECOMMENDED FOR DISCONTINUATION

Recognized Programmatic Levels

• Early Education	PreK-K
• Early Childhood	Grades K-4
• Middle Childhood	Grades 5-9 ¹
• Adolescent	Grades 9-12
• Adult	

Grade Level Options for General Education Specializations

Art	Grades K-12, 5-12, 5-9 ¹
Biology	Grades 9-12
Chemistry	Grades 9-12
Driver Education ¹ (Safety Education)	Grades 9-12
Early Childhood Education	Grades K-4
Early Education	PreK-K
Elementary Education ¹	Grades K-6 ¹
English	Grades 5-12, 5-9 ¹
French	Grades 5-12, 5-9 ¹
General Math through Algebra I	Grades 5-12, 5-9 ¹
General Science	Grades 5-12, 5-9 ¹
German	Grades 5-12, 5-9 ¹
Health	Grades K-12, 5-12, K-9 ¹
Latin	Grades 5-12, 5-9 ¹
Mathematics	Grades 5-12, 5-9 ¹
Middle Childhood--Professional Development	Grades 5-9 ¹
Music	Grades K-12, 5-9 ¹
Oral Communications	Grades 9-12
Physical Education	Grades K-12, 5-12, 5-9 ¹
Physics	Grades 9-12
Reading Specialist ²	Grades K-12
Russian	Grades 5-12, 5-9 ¹
School-Library Media	Grades K-12
Social Studies	Grades 5-12, 5-9 ¹
Spanish	Grades 5-12, 5-9 ¹
Technology Education	Grades 5-12

¹Grade Level and/or Name Altered

²Master's Degree Required

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

Behavior Disorders (Excluding Autism)	K-12
Behavior Disorders (Including Autism)	K-12
Gifted	Grades K-9 ¹ , 5-12
Hearing Impaired	Grades K-9 ¹ , 5-12, K-12
Mentally Impaired Mild/Moderate	Grades 5-12, K-12
Preschool Special Needs ¹ (Preschool Handicapped)	Grades PreK-K
Severely/Profoundly Impaired ¹ (Severely and Profoundly Handicapped)	Not Specified
Vision Impaired	Grades K-9 ¹ , 5-12, K-12

Grade Level Options for Student Support Specializations

Athletic Trainer	Grades 5-12
Counselor ²	Grades K-12, K-9 ¹ , 5-12
Education Audiologist ²	Grades K-12
School Nurse	Grades K-12
School Psychologist ²	Grades K-12
Social Services and Attendance	Grades K-12
Speech Language Pathologist ²	Grades PreK-12

Grade Level Options for Administrative Specializations

Principal ²	Grades K-12, K-9 ¹ , 5-12
Superintendent ²	Not Specified
Supervisor of Instruction ²	Grades K-12
Vocational Administrator ²	Grades 5-Adult

¹Grade Level and/or Name Altered

²Master's Degree Required

PROGRAMS RECOMMENDED FOR DISCONTINUATION*

Business Principles	Grades 5-12, 9-12
Physically Handicapped	Grades K-12
Secretarial Studies	Grades 9-12
Occupational Home Economics	Grades 9-12

*The West Virginia Department of Education shall continue to issue certificates endorsed for the specializations recommended for discontinuation only to students currently enrolled in the approved programs in these areas.

Note: Recommendations from the Educators for West Virginia's Future for new specializations shall be referred to the West Virginia Commission on Professional Teaching Standards.

APPENDIX E
REQUIRED TESTS FOR COMPLETION OF WEST VIRGINIA
APPROVED PROGRAMS LEADING TO WEST VIRGINIA LICENSURE
AND FOR
LICENSURE IN SPECIALIZATIONS ON THE
VOCATIONAL PERMIT AND CERTIFICATE

APPENDIX E
REQUIRED TESTS FOR COMPLETION OF WEST VIRGINIA
APPROVED PROGRAMS LEADING TO A PROFESSIONAL CERTIFICATE

PREPROFESSIONAL SKILLS¹

	Praxis I			
	Paper/Pencil Version		Computer-Based Version	
	Test Code	Required Score	Test Code	Required Score
Reading	710	172	711	319
Writing	720	171	721	316
Mathematics	730	172	731	317

OR	American College Testing Program	
	Required Score	Required Score
	25	26 (Enhanced - Effective November 1989)

OR	Scholastic Achievement Test	
	Required Score	Required Score
	1035	1125 (Recentered - Effective April 1995)

PROFESSIONAL EDUCATION²

Praxis II		
	Test Code	Required Score
Professional Education ³		
Principles of Learning and Teaching, Grades K-6	0522	152
Principles of Learning and Teaching, Grades 5-9	0523	To be determined ³
Principles of Learning and Teaching, Grades 7-12	0524	144

¹There are three provisions for waiving the PPST as indicated in Section 7.2.4. This Appendix ONLY includes exemptions based on ACT or SAT scores. Please refer to the appropriate policy section for other exemptions.

²Persons 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.

³Licensure candidates who enroll for the Praxis II, Principles of Learning and Teaching in Grades 5-9, during the October 1997 test administration will be required to meet the passing test score that will be established following the first administration of the test.

APPENDIX E
CONTENT SPECIALIZATION TESTS⁴

Praxis II		
Current General/Vocational Education Specializations	Required Test(s)	Required Score(s)
Agriculture	0700	430
Art	0133	146
Biology	0235	152
Business Education or Business Principles	0100	570
Chemistry	0245	150
Chemistry and Physics	0245 0265	150 126
Consumer and Homemaking	0120	530
Coordinator of Cooperative Education	No test required	NA
Early Education (PreK-K)	0530	590
English/Language Arts	0041	151
French	0173	131
General Math through Algebra 1	0067	146
General Science	0231 ⁵ 0481 ⁵ 0432	135 133 142
German	0181	132
Health Education	0550	620
Journalism	No test required	NA
Latin	0600	480
Marketing	0560	600
Mathematics (Comprehensive)	0061 ⁶	133

⁴Persons completing middle school endorsements except in mathematics and Professional Development: Middle Childhood Education, are not required to take a Praxis II specialty area test.

⁵A 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.

⁶Persons completing a middle school Mathematics (comprehensive) endorsement must take the General Math test (0067).

APPENDIX E

Praxis II		
Current General/Vocational Education Specializations	Required Test(s)	Required Score(s)
Multi-Subjects, grades K-8	0011	148
Multi-Subjects, grades K-4	0020	530
Music	0113	143
Occupational Home Economics	No test required	NA
Oral Communications	0220	600
Physical Education	0091	150
Physics	0265	126
Prevocational Exploration	No test required	NA
Professional Development: Middle Childhood Education	0523	To be determined ³
Reading Specialist	0300	520
Russian	No test required	NA
Safety Education	0867	141
School-Library Media	0310	520
Secretarial Studies	No test required	NA
Social Studies	0081	144
Spanish	0191	143
Technology Education	0050	570
Current Special Education Specializations		
Behavior Disorders (including and excluding Autism)	0371	136
	0351 ⁷	119
Gifted	0357	161
Hearing Impaired	No test required	NA
Mentally Impaired (Mild/Moderate)	0321	124
	0351 ⁷	119
Physically Handicapped	No test required	NA

³Licensure candidates who enroll for the Praxis II, Principles of Learning and Teaching in Grades 5-9, during the October 1997 test administration will be required to meet the passing test score that will be established following the first administration of the test.

⁷A passing content specialization test (NES Test) in Behavior 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

Praxis II		
Current Special Education Specializations	Required Test(s)	Required Score(s)
Preschool Handicapped	0690	510
Severely and Profoundly Handicapped	No test required	NA
Specific Learning Disabilities	0381 0351 ⁷	124 119
Visually Impaired	No test required	NA
Current Student Support Services Specializations		
Athletic Trainer ⁸	0097	158
School Counselor	0420	560
Education Audiologist	0340	540
School Nurse	No test required	NA
School Psychologist	0400	540
Social Services and Attendance	0210	560
Speech-Language Pathologist	0330	510
Current Administration/Supervision Specializations		
Principal, Superintendent, Supervisor of Instruction, and Vocational Administrator	0410	520

⁷A passing content specialization test (NES Test) in Behavior 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.

⁸Persons holding current National Athletic Trainers Association membership are exempt from taking the Praxis Athletic Trainer test.

APPENDIX E

**REQUIRED TESTS FOR THE VOCATIONAL PERMIT
AND VOCATIONAL CERTIFICATE**

BASIC SKILLS⁹

California Achievement Tests Required for Vocational Educators Required Score		
	Vocational Permit	Vocational Certificate
Reading	765	774
Writing	749	760
Mathematics	768	780

Content Specializations		
	Permit Issuance¹⁰	Permit Renewal¹⁰
Vocational Technical Occupations ¹¹	Written Section of NOCTI (Policy 5106) ¹²	Performance Section of NOCTI (Policy 5106) ¹²
Practical Nursing	Valid WV License as RN	
Nursing Assistant & Health Assistant	Valid WV License as RN	
Medical Assistant	Valid AAMA Certificate	
Medical Lab Technician	Valid Certificate from ASCP or AMT or ISCLT	
Dental Assistant	Valid Certificate from DANB	
Dental Lab Technician	Valid Certificate from NBC in Dental Laboratory Technology	
Other Health Occupations	Valid Certificate or License from the appropriate state or national organization	

⁹Exemptions to the Basic Skills Tests are identified in WV 126CSR136, Policy 5202. This Appendix ONLY includes exemptions based on ACT and SAT scores. Please refer to Policy 5202 for other exemptions.

¹⁰The testing components and scores established for the issuance of a permit and the renewal of a permit are also required for the issuance of a Vocational Certificate.

¹¹If a NOCTI test or a national or state certificate or license is not available, content specialization tests shall be developed or obtained from other sources.

¹²The minimum scores for passing the NOCTI test shall be one-half of a standard deviation below the mean plus the standard error of measurement.

**EXECUTIVE SUMMARY
REPLACEMENT POLICY 5100: APPROVAL OF
EDUCATIONAL PERSONNEL PROGRAMS**

MAJOR CHANGES IN MOST RECENT DRAFT

Background

At its March 1997 session, the West Virginia Board of Education placed on public comment the replacement draft of Policy 5100. This draft was the work of a task force that was charged with the revision of teacher education, teacher licensure and staff development policies. After the conclusion of the comment period, the State Board met in a work session to consider the comments and additional revisions to the proposed policies. A second draft of Policy 5100 was prepared for consideration by the Board at its June 13 meeting in Summers County. The attached draft incorporates changes resulting from discussions at the most recent State Board session.

Major Changes

- Acknowledges higher education program review processes and establishes a framework for collaboration with higher education in the development of program review procedures (Section 4).
- Creates a six-member Program Review Board to evaluate program review findings and make recommendations to the West Virginia Board of Education regarding the approval status of teacher preparation programs (Section 10).
- Provides for program review agreements between the State Board and higher education institutions that hold or are seeking NCATE accreditation. The purpose of the agreement is to minimize duplication in national and state reviews of West Virginia teacher education programs. Institutional agreements may be entered into separately or collectively (Section 11).
- Provides for the collaborative development of review procedures between the State Board and non-NCATE institutions (Section 11).

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 <input type="checkbox"/>	\$	\$ -0-	\$ 20,000	\$ 15,000
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

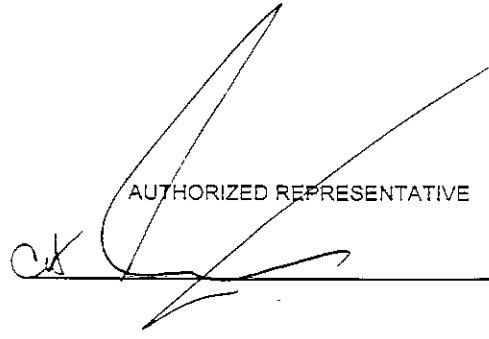
3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

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
3/17/97

AGENCY
Department of Education

AUTHORIZED REPRESENTATIVE


APPROVAL OF EDUCATIONAL PERSONNEL PROGRAMS
POLICY 5100
COMMENT LOG
MARCH 13-MAY 16, 1997

ACTION **TYPE**
 N = No Response - = Negative
 NA = Not Accepted + = Positive
 A = Accepted 0 = Neutral

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§126-114-1.				
4/2/97	Doris White WVDE	W.V. or W.Va.?		
4/3/97	William A. Toussaint WVDE	Fine		
5/9/97	Robert L. Harrison, Jr. WVDE	o.k.		

§126-114-2.				
4/2/97	Doris White WVDE	State-adopted		
4/3/97	William A. Toussaint WVDE	Fine		
5/9/97	Robert L. Harrison, Jr. WVDE	o.k.		

§126-114-3.				
4/2/97	Doris White WVDE	(3.1.) personnel, and c) to ensure		
4/3/97	William A. Toussaint WVDE	The word "preparation" in the second line ought not be pluralized.		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
5/9/97	Robert L. Harrison, Jr. WVDE	o.k.		
§126-114-3.				

§126-114-4.				
4/2/97	Doris White WVDE	(4.2.)...must be satisfied to continue operation of those programs that have . . . The West Virginia Board of Education shall adopt standards and procedures for the approval of educational personnel preparation programs which will enable prospective educators....		
4/3/97	William A. Toussaint WVDE	Fine		
5/9/97	Robert L. Harrison, Jr. WVDE	Is this authority limited to institutions within the state or all teacher preparation programs? Should language clarifying this be added?		

§126-114-5.				
4/2/97	Doris White WVDE	Why was the first definition 5.0? Everything else starts with x.1. Renumber 5.1. to 5.12. instead of 5.0. to 5.11.		
		5.1. himself herself 5.5. ... which indicate		
		If definitions are in alphabetical order, switch Professional Ed Unit and Performance Assessment.		
4/3/97	William A. Toussaint WVDE	Fine		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§126-114-5.				
5/9/97	Robert L. Harrison, Jr. WVDE	5.2 & 5.5 - Change "which's" to "that!"		
5/15/97	Karen K. Larry WVDE	5.1. "...an application by a prospective educator declaring himself/herself as a candidate..." The double pronoun is used later in the same sentence; so, consistency asks for the addition.		
5/16/97	Phoebe M. Levine Asst. Professor West Virginia State College	<ul style="list-style-type: none"> • I would like both genders acknowledged throughout this document. (i.e...."a prospective educator declaring <u>him/herself</u> as a candidate...") • Overall grade point average should be a minimum of 2.5. Agree also w/successful completion of designated courses both educational and general core; no grades below "C" in major; passing of standardized tests. • NCATE accreditation <u>should</u> be required (not optional). It is important that our program be reviewed by professionals outside the WV educational system. 		

§126-114-6.

4/2/97	Doris White WVDE	6.1 A publicly-supported institution		
4/3/97	William A. Toussaint WVDE	Fine		
5/9/97	Robert L. Harrison, Jr. WVDE	o.k.		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§126-114-6.				
5/16/97	Diana Steed Buckhannon, WV	Is some of this not behind the times. Nationally, NCATE is being challenged and in many states being abandoned as a standard. Have we tied ourselves to an outdated mechanism. Read the research.		

§126-114-7.

4/2/97	Doris White WVDE	<p>7.1. State-approved program</p> <p>7.2.1. Remove one of the periods after Appendix B.</p> <p>7.2.4. State-approved American Testing (ACT) Program</p> <p>7.4.3. D. Remove space (or is...)</p> <p>Be consistent with "preprofessional" or "Pre-professional"</p>		
4/3/97	William A. Toussaint WVDE	At §7.2.4.b, "hold" ought to be used instead of "holding."		
4/8/97	Hilary Cowan Kanawha County Schools	The new technology objectives for all candidates are excellent. We also are highly skilled with administering, maintaining and using technology. Please consider adding a specialty in this area, so we will have qualified teachers who can handle networking, Internet, and other complex issues.		
4/9/97	Donna Martin Asst. Supt., Lincoln County Schools	7.4.2.a What is public school cooperating personnel? - A supervising teacher? A central office supervisor?		
4/10/97	Thomas Lombardi Professor of Special Education, WVU	Add: and ability to work with diverse learners including those students with mild/moderate disabilities.		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§ 126-114-7.				
4/17/97	Barbara L. Ludlow WVU	Performance assessment in special education does <u>not</u> need to include a separate evaluation at each grade level. A high percentage of teachers complete these requirements in their own job settings and cannot be removed from service to practice at another grade level. State requirements that fit traditional undergraduate preservice programs cannot be used to complicate the many alternative certification inservice programs that train personnel on the job.		
4/24/97	Tony Williams Marshall University	7.2.4. PPST waiver - should include masters degree from regionally accredited institution of higher education.		
5/6/97	Martha Dean Wetzel County Schools	7.4.2.b Seems to require more from special educators than regular educators. We have difficulty now finding and keeping teachers in special education assignments. I would delete the last sentence in b and a.b. and c. following.		
5/6/97	Roscoe Hale Marshall University	Add MA as a waiver from taking PPST.		
5/9/97	Robert L. Harrison, Jr. WVDE	7.1. Add to second sentence - "and these three components must be achievable within the current 128 hours required for the baccalaureate degree." Add 7.3.h. Content specialization component can be achieved within the number of hours required for the bachelors, masters, specialist or doctoral degrees		

§126-114-7.

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
5/15/97	Karen K. Larry WVDE	<p>7.2.1. Be consistent with the use of the comma in a series of three or more items. In some series the comma appears before the "and" while in other series no comma is used.</p> <p>7.3.1. Add h. The content specialization program standards shall be met within the existing semester hour requirement of the program.</p> <p>7.4.3.b. "A Kindergarten placement may be used to satisfy either Early Education, Early Childhood Education or Elementary Education performance assessment requirements."</p> <ul style="list-style-type: none"> The word "either" means one or the other; three choices listed. The sentence needs reworded, possibly -- <u>A Kindergarten placement may be used to satisfy Early Education or Early Childhood Education or Elementary Education performance assessment requirements.</u> <p>What does the bold faced Note mean??? For the person not schooled in special education, this sentence is a blur!</p>		
5/16/97	Berkeley Heights Faculty Senate	<p>7.2.3. What are the acceptable levels of performance?</p> <p>7.4.3. "Teacher of record" - unclear</p>		
5/16/97	Diana Steed Buchannon, WV	<p>I am distressed to see no mention of a general studies requirement. At a time when we are stressing higher level thinking skills, etc., it is essential for teachers to have a broad-based background. Please put it back in.</p>		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§126-114-7.				
5/16/97	Phoebé Levine Asst. Professor West Virginia State College	Major concerns about preprofessional skills of many of our students - non-standard grammar speaking competency must be addressed throughout their education K-present. High school graduates should be proficient in standard English grammar if we wish to change the WV stigma.		

§126-114-8.				
4/2/97	Doris White WVDE	8.2 Remove space (see...) 8.4.1. ...is the behaviors (component is the subject) Specialization = correct the spelling		
4/3/97	William A. Toussaint WVDE	Fine		
5/9/97	Robert L. Harrison, Jr. WVDE	o.k.		

§126-114-9.				
4/2/97	Doris White WVDE	9.3 State-approved		
4/3/97	William A. Toussaint WVDE	Fine		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§126-114-9.				
4/3/97	Jeanne Moore WVDE	It is difficult to understand why Oral Communications is being included within Language Arts. It would seem that this is a logical subject to pair with Language Arts for 9-12 certification. This is also the only way to obtain theatre certification at the current time.		
4/7/97	Rebecca Goodwin Kanawha County Schools	9.4 It is an error to exempt Biology, Chemistry, and Physics from the two specializations requirement. Few schools require a full-time Physics teacher. It is important that this person be able to teach another field such as CATS or Mathematics.		
4/10/97	Thomas Lombardi Professor of Special Education, WVU	Grade level options for special education appropriate including new non-categorical Mild/Moderate Impaired. However, insist on new teacher training design and incorporate the recommended needed competencies in all general education teacher programs. See attached list and matrix.		
4/17/97	Barbara L. Ludlow WVU	9.5. Requiring licensure in general or vocational education to obtain a special education endorsement will eliminate a substantial pool of highly qualified candidates with backgrounds in related areas such as psychology, social work, speech pathology. Recruitment of special educators is a critical problem, especially for the most rural schools and eliminating these candidates will make it more difficult to insure a sufficient supply of personnel, especially in BD, SPH and preschool. Although I cannot defend the current testing out option, I think programs could define how critical teaching competencies could be acquired by non-education majors		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§126-114-9.				
4/17/97	Barbara L. Ludlow WVU	without taking an entire undergraduate program in elementary or secondary education. The success of alternative certification programs around the country in preparing and life career changers and members of minority groups points to the importance of continuing this option in West Virginia.		
5/6/97	RESA II Huntington, WV	Topics for EPPAC delineated and meeting times specified are very positive changes.		
5/9/97	Robert L. Harrison, Jr. WVDE	9.4. Requirements for these specializations - add can be completed within the number of hours required for the bachelors, masters, specialist or doctoral degree.		
5/14/97	Sam Securo West Virginia State College	9.2 EPPAC Items 9.2.8 (Recruitment and Retention of Students) and 9.2.10 (Development and preparation of self study materials). These items are not appropriate function of EPPAC - <u>recruitment of students</u> is an institutional and programmatic matter governed by related policies and practices. <u>Development and Preparation of self-study materials</u> are the responsibility of professional education units and related academic programs. EPPAC may play a <u>review</u> role but it is unlikely that external, EPPAC members feasibly could be involved in the day to day construction of self-study reports and related documentation.		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§126-114-10.				
4/2/97	Doris White WVDE	10.1 six (6)		
4/3/97	William A. Toussaint WVDE	At 10.1, the word "terms" rather than "term" should be used at the end of the 6th line.		
4/3/97	Jeanne Moore WVDE	It is not clear whether there is one Program Approval Board for each institution or one P.A.B. which serves all institutions. This section is confusing.		
5/6/97	RESA II Huntington, WV	Program Approval Board - comprehensive make-up is a positive change.		
5/14/97	Sam Securo West Virginia State College	This entire section, along with the associated responsibilities for program development, approval and modification could easily be incorporated into the Professional Standards and Practices Board concept, which is being implemented, in part, in PB# 5202. But it is good that we are streamlining and create joint assessment whenever feasible.		
5/16/97	Berkeley Heights Faculty Senate	10.1 What are the qualifications of the board members? Can employees apply for membership on the board?		

§126-114-11.

4/2/97	Doris White WVDE	11.1. a) (space) professional 11.3. on-site 11.5. non-NCATE 11.6. non-voting		
		Be consistent when spelling out numbers, e.g., five (5), one (1)		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§126-114-11.				
4/3/97	William A. Toussaint WVDE	Fine		
5/16/97	Shoals Elementary Faculty Senate	a. Higher ed may designate a supervisor for performance assessment in lieu of public school supervisor.		

§126-114-12.				
4/2/97	Doris White WVDE	12.1. Remove last period "permit" 12.2. mutually-acceptable 12.3. mutually acceptable		
4/3/97	William A. Toussaint WVDE	Fine		
4/24/97	Tony Williams Marshall University	This section should be removed from Policy 5100 - It may violate institutional autonomy.		
5/14/97	Sam Securo West Virginia State College	This section is problematic. The WVBOE wants to set in motion an oversight process based upon "perceived problems," including personal reports (complaints) from parents and students? Or from cooperating teachers or other school personnel? Imagine how that process will work when students don't get the grades they want, aren't admitted to programs, can't pass required tests, and can't student teach in their backyards. Also, think about the cooperating teacher who after several negative evaluations, is not assigned student teachers in the future. When programs need review based upon objective data (test scores and "data reports") that will		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§126-114-12.				
5/14/97	Sam Securo West Virginia State College	<p>occur when the results of the various evaluation components are reported. That occurred most recently when the CST scores in Spanish were lower than expected, statewide.</p> <p>This provision oversteps the authority and jurisdiction of WVBOE for management of our programs. TEP's have complaint systems at the departmental, institutional and governing board levels to address personal complaints and "perceived problems". Additionally, we have the EPPAC structure, which can address various kinds of practice issues. This section needs to be removed from the policy or significantly rewritten to reflect a system to address mutual professional concerns and needs.</p>		

§126-114-13.				
4/3/97	William A. Toussaint WVDE	Fine		
5/9/97	Robert L. Harrison, Jr. WVDE	Excellent		

§126-114-14.				
4/2/97	Doris White WVDE	14.1 state-adopted		
4/3/97	William A. Toussaint WVDE	Fine		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
4/3/97	William A. Toussaint WVDE	Fine		
§126-114-15.				

§126-114-16.				
4/3/97	William A. Toussaint WVDE	Fine		

§126-114-17.				
4/3/97	William A. Toussaint WVDE	Fine		

§126-114-18.				
4/3/97	William A. Toussaint WVDE	Fine		

Appendix A

4/3/97	William A. Toussaint WVDE	Fine		
4/7/97	Rebecca Goodwin Kanawha County Schools	1.0 There should be a reference to the English language.		
5/9/97	Robert L. Harrison, Jr. WVDE	Be able to recognize oral usage errors and correct when listening to oral communications. Add language to include elimination of common oral usage errors of subject/verb agreement (it don't); double subjects (my sister she); double negatives; verb forms (has went for has been). Correct pronunciations of words.		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
Appendix A				
5/15/97	Karen K. Larry WVDE	<p>As a speech teacher, I find this appendix off counsel! Where are skills related to public speaking? Usage skills of standard English grammar? The skills of establishing a rapport with the audience, comfort with the audience?</p> <p>In <u>First Thing First: What Americans Expect from the Public Schools</u>, a report from Public Agenda (1994), Finding 2: The Public and Higher Standards tells of presenting respondents with 10 different proposals for improving student achievement. It concludes, "At the very top of the list -- with 76% of respondents giving it the top rating -- is a proposal that responds to the public's dual concerns about the basics and the importance of standards: a proposal that would deny students a high school diploma unless they clearly demonstrate they can write and speak English well." (P. 16; my italics) The response from African-American parents is even stronger -- these parents want "to guarantee that a high school diploma means that youngsters 'read and speak English well' (80%)." If parents of public school students are crying for correct usage of English in speaking and writing, then certainly we must require it of our teachers! Nothing is wrong with setting the correct use of written and spoken English as a gatekeeper to enter the teaching profession!!</p> <p>2.11 What is "paralanguage"?</p> <p>I do not believe a college student will have a clue as to what these speech sils are! The terms are technical and have no practical meaning for the student.</p>		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
Appendix A				
5/16/97	Berkeley Heights Faculty Senate	Will these be taught in college courses?		
5/16/97	Shoals Elementary Faculty Senate	difficult to assess all these skills.		
5/16/97	Diana Steed Buckhannon, WV	I am DELIGHTED to see such requirements. We currently have teachers and student teachers who cannot speak clearly, nor can they effectively communicate. This is a severe handicap for students.		
5/16/97	Phoebe Levine Asst. Professor West Virginia State College	Again, speaking, listening, writing skills must be addressed from kindergarten through our teacher education program. Our graduating seniors must leave WVSC and take standard grammar to the meetings in which they are hired to work as professional teachers.		

Appendix B

4/3/97	William A. Toussaint WVDE	Fine		
4/7/97	Rebecca Goodwin Kanawha County Schools	These are well done and will be used to direct our staff development for current employees.		
5/6/97	Martha Dean Wetzel County Schools	These requirements are excellent and should force colleges to use technology as well as to train teachers to use technology.		
5/9/97	Robert L. Harrison, Jr. WVDE	Phone etiquette.		
5/14/97	Joseph L. Badgley WVU-P	While we support these standards we recommend a phase in period to allow institutions to acquire the funds to add some of the technology items. Make them recommendation for a period of two years and standard after that.		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
Appendix B				
5/14/97	Sam Securo West Virginia State College	Technology objectives in Appendix "B" do need some revision. Item 1.3 is not an appropriate activity in undergraduate settings where integrated programs are delivered via a server to network mode. Candidates do not handle software nor do they have access in order to "trouble shoot." Also, item 1.4 describes the use of specific hardware which may not be accessible in most places. We should not mandate items which require budgeting that is not being provided to IHE. Item 2.3 (purchasing) is not a preservice issue; this is an inservice function which is directed by school and local policies and practices.		
5/16/97	Shoals Elementary Faculty Senate	Some of the skills seem unnecessary for a classroom teacher.		
5/16/97	Phoebe Levine Asst. Professor West Virginia State College	Our department must receive the financial support necessary to offer our prospective teachers the technological tools for effective and up-to-date teaching in this area.		

Appendix C

Appendix C				
4/3/97	William A. Toussaint WVDE	Fine		
4/10/97	Dr. Thomas Lombardi Professor of Special Education, WVU	Collaborate with other professionals to maximize learning potential of all students including those with disabilities.		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
Appendix C				
4/17/97	Barbara L. Ludlow WVU	In all special education categories, I recommend conforming to "person first" language recommended by all major professional organizations so that impaired becomes impairments, gifted becomes giftedness, etc. The form, severely/profoundly impaired, should be changed to severely/multiple impairments to more accurately reflect student characteristics and current professional terminology. Frankly, the term disabilities is more preferred than impairments and its use should be considered to reflect social trends and federal definitions.		
5/9/97	Robert L. Harrison, Jr. WVDE	5.0. Ability to use correct oral usage in classroom. Ability to recognize student errors in oral and written communication. Language Arts should read English Language Arts. English ok, but better English Language Arts - consistent with National English Language Arts Standards of NOTE and IRA. Change from Journalism to Mass Communications to include television too. Reading Specialist - change from requires masters degree to requires graduate degree.		

Appendix D

4/3/97	William A. Toussaint WVDE	Fine		
4/3/97	Jeanne Moore WVDE	With the new arts requirements for high school graduation, it would be appropriate to have separate Dance and Theatre specializations 9-12. These could then be combined with a Language Arts or 9-12 subject for certification. Journalism is listed separately on p. 27. It is time to give Dance and Theatre the same recognition.		

Appendix D

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
4/7/97	Rebecca Goodwin Kanawha County Schools	Computer technology should be developed as a specialization.		
4/9/97	Donna Martin Asst. Supt., Lincoln County Schools	<p>I have questions:</p> <ol style="list-style-type: none"> 1. Could a teacher certified in L.A. 5-12 teach secondary speech classes or would an oral communications specialization be required? 2. If a teacher had a Reading (developmental & remedial) K-9 or 5-12, could they teach Title 1? If so, what would a Reading Specialist specialization be used for or even desirable to obtain? 3. Need definition of central office administrator. 		
4/28/97	Janet Rodriguez Wheeling Jesuit University	<p>If the Language Arts specialization is like it was several years ago, please do not endorse it for middle and high school. The students who had this had a minimal knowledge of language skills and were ineffective in the teaching of English. It is too watered down for teachers to know in-depth what is needed to teach English well. Also, App. D - the Reading (Developmental) is excellent.</p>		
5/6/97	Martha Dean Wezel County Schools	<p>The addition of the Reading (Developmental/Remedial) specialization at the bachelor's level is good. However, all teachers with K-8 multi-subjects should be grandfathered - and it should be required that all multi-subject elementary teachers get this certificate.</p>		

Appendix D

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
5/6/97	Martha Dean Wetzel County Schools	I most strongly agree with the change in special education certifications to multi-categorical. This will make staffing easier and will allow a teacher employment options within their field.		
5/6/97	R. Jay Yeager Wetzel County Schools	In order to better meet the needs of students, personnel, schools, and county school systems, I strongly agree to the addition of the Reading (Developmental/Remedial) specializations and more importantly to the changes with special education specializations.		
5/6/97	Roscoe Hale Marshall University	<ol style="list-style-type: none"> 1. Oppose the new Language Arts, 5-12- these will weaken all three certifications. 2. Oppose reading 5-12 - not needed. 3. K-4 should be deleted. 		
5/14/97	Jon D. Shriver Hundred High School	To better meet the needs of students, personnel, and schools, I strongly agree to the addition of the Reading (Developmental/Remedial) specializations and more importantly to changes with special education specializations.		
5/15/97	Karen K. Larry WVDE	Oral Communication is not speech/theatre/drama. If The Arts are defined as art, music, theatre, dance, where are the specializations for these academic areas?		
5/16/97	Edward E. Glover Wetzel County Schools	In order to better meet the needs of students, personnel, schools, and county school systems, I strongly agree to the addition of the Reading (Development/Remedial) specializations and more importantly to the changes with special education specialization.		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
Appendix D				
5/16/97	Margaret Sine Peden City Elementary	Recommended changes for special education specializations are long overdue! Reading (Developmental/Remedial) specializations will benefit students and schools.		
5/16/97	Jane Beckett Russ McKeen Short Line School	In order to better meet the needs of students, personnel, schools, and county school systems, I strongly agree to the addition of the Reading (Developmental/Remedial) specializations and more importantly to the changes with special education specializations.		

Appendix E				
4/3/97	William A. Toussaint WVDE	Fine		
4/9/97	Donna Martin Asst. Supt., Lincoln County Schools	Under Praxis II, Adm/Super., are all central office professional positions under test code 0410? How does this compare with Appendix D - Grade level options for Administrative Specializations?		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
General Comments				
4/3/97	Jeanne Moore WVDE	I am truly disappointed that dance and theatre certification have been ignored again. These are needed to teach the K-12 electives now required for graduation.		
4/10/97	Thomas Lombardi Professor of Special Education, WVU	Add Appendix F - Add Special Education Standards for Preprofessional Skills, Content Specialization, and Professional Education Components. See Learning Outcomes and Matrix for all Teacher Certifications.		
5/1/97	Debbie Lemmon WVEA	Hello, my name is Debbie Lemmon and I'm here to speak on behalf of the 17,000 plus members of the West Virginia Education Association, the state's largest education employee organization. The West Virginia Education Association believes that an integral part in the education of students is the teacher preparation program. As a result, the WVEA supports the revision of Policy 5100 which raises admission standards and strengthens the subject matter content components of teacher education programs within West Virginia's higher education institutions. The policy focuses on a number of measures which support the delivery of a state-wide system of standards and procedures that will prepare future teachers for West Virginia licensure. By providing a framework for which educational preparation can be based, the policy ensures that graduates of the state's		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
General Comments				
5/1/97	Debbie Lemmon WVEA	<p>teacher preparation programs will be well-equipped to function effectively in West Virginia's classrooms and schools. The WVEA supports this important component of the policy and applauds the inclusion of common standards and procedures for licensure programs for the state's teacher preparation programs and the periodic reviews of such as contained within Policy 5100.</p> <p>The utilization of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding students' knowledge, has been a long-standing goal of the WVEA. The WVEA is also pleased that the policy addresses this issue. The WVEA further believes that teacher preparation in instructional technology must begin in college and university programs and extended through continuing opportunities for professional development. The WVEA also strongly supports the extensive listing of educational technology knowledge and skills identified for each program component listed in the policy.</p> <p>In addition, the WVEA is pleased that Policy 5100 requires students to pass Praxis tests in professional skills, subject area and professional knowledge; stipulates the use of NCATE unit standards as a part of a national or state review of the unit; and requires each unsteadiness Education Personnel Preparation Advisory Committee, comprised of college faculty, public school representatives and the liaison from the state Department of Education, to meet at least once a semester.</p>		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
General Comments				
5/1/97	Debbie Lemmon WVEA	The WVEA believes that these changes make the revision of Policy 5100 a starting point in the movement to reinvent teacher preparation programs to prepare future teachers with the kinds of knowledge and skills they need to help students achieve as they enter the 21st Century.		
5/6/97	Elizabeth Mow WVPE Board Member	My major concern with this introductory section is the frequent reference to NCATE because of the traditional teacher union domination of that organization. I am glad that it is still optional for institutions of higher education in West Virginia to choose whether or not they have NCATE accreditation.		
5/15/97	East Hardy Early Middle School	<p>This policy will discourage future teachers. There are too many requirements for new teachers to attain.</p> <p>When will we understand that the passing of a test is not an indicator of success as a teacher in a classroom.</p> <p>Sometimes the best teachers are those that have to work hard and can instill that ethic into kids rather than someone to whom things come easy and then they don't understand why the students aren't as fast as they are.</p> <p>You seem to be making getting a higher education degree unattainable.</p>		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
General Comments				
5/14/97	Sam Securo West Virginia State College	What is also needed are the research and bibliographic sources for these technology outcomes. These are essential if programs are to build a common knowledge base supported with practical experience and activities. Also, technology programs for secondary education including hardware, software and related sources, are currently being readied for external bidding. Have teacher education programs been involved in these proceedings, early on? What is being implemented? How will that change the items in Appendix "C"?		
5/15/97	Mary Carter West Virginia State College	Eliminating the general studies requirement from the program components seems very inappropriate. If we are trying to increase the quality of education of our students in West Virginia, why would we reduce the knowledge base of their teachers. Implementation of this policy would devalue the quality of teachers being educated in West Virginia. Thus, sending out a message of acceptance of mediocrity in our educators rather than one of reaching for excellence.		
		The Professional Education Standards of Teaching Specialization suggest incorporating state and county curriculum objectives into the student's program of study. The implementation of this policy would narrow the education of our teachers. Our teachers are presently taught on a more global scale to be		

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
General Comments				
5/15/97	Mary Carter West Virginia State College	<p>able to implement any curriculum objectives. Narrowing our focus would result in more rigid, less flexible teachers who would have difficulty accommodating to the continuing changes of state and county goals and objectives.</p> <p>Included in the Preprofessional Speaking Skills should be some component of grammar. There should be some type of assurance that West Virginia teachers can both speak and write standard English and provide an appropriate model for their students.</p> <p>Reducing the categorical special education endorsements and lumping students who have a wide range of disability appears very inappropriate. Students presently are having difficulty receiving appropriate services. Following through with this policy would make it even more difficult for these student to gain the services they need, and thus, defeating the idea of the existence of an Individual Education Plan and the concept of Special Education.</p> <p>With many West Virginia elementary schools eliminating the sixth grade, it will be very difficult to place students in both the K-4 and 5-6 placements. It would make sense to create an option that would allow students to stay in one placement for the entire 12 weeks. This would increase the quality of the student teaching experience and would help with logistical problems in trying to find elementary schools that have a sixth grade.</p>		

KEN HECHLER
Secretary of State

MARY P. RATLIFF
Deputy Secretary of State

JAN CASTO
Deputy Secretary of State

CATHERINE FREROTTE
Executive Assistant

Telephone: (304) 558-6000
Corporations: (304) 558-8000
FAX: (304) 558-0900



FILED

SEP 23 9 05 AM '97

WILLIAM H. HARRINGTON
Chief of Staff

JUDY COOPER
Director, Administrative Law

PENNEY BARKER
Supervisor, Corporations

STATE OF WEST VIRGINIA

SECRETARY OF STATE

Building 1, Suite 157-K
1900 Kanawha Blvd., East
Charleston, WV 25305-0770

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE (Plus all the volunteer
help we can get)

TO: Howard Kardatske
VIRGINIA HUNTS

AGENCY: EDUCATION

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: August ²⁷/₂₈, 1997

THE ATTACHED RULE FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 114 TITLE: 126 EDUCATION

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: [Signature]

TITLE OF PERSON SIGNING: Director, Office of Professional Preparation

DATE: 9-22-97

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.