

TITLE 126
LEGISLATIVE/INTERPRETIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-2
SERIES 114
POLICY 5100

Title: Approval of Educational Personnel Programs

SECTION 1. General

- 1.1 Scope - This legislative/interpretive rule establishes the standards for developing, implementing, and receiving state approval to operate an approved educational professional preparation program in an institution of higher education.
- 1.2 Authority - West Virginia Code 18-2-6
- 1.3 Filing Date - October 19, 1989
- 1.4 Effective Date - November 30, 1989
- 1.5 This is an amendment to the previously filed rule.

5.2 Professional Skills

c. Proficiency Levels. The acceptable level of performance in the preprofessional skills shall be PPST Reading, 172; PPST Mathematics, 172; and PPST Writing, 171. A master's degree or above from a regionally accredited institution of higher education, prior completion of a state approved educational personnel preparation program, or documentation from a single test administration of an American College Testing Program (ACT) composite score of 25, an Enhanced ACT Score of 26, or Scholastic Achievement Test (SAT) composite score of 1035 may be accepted as evidence of meeting the preprofessional skills component.

5.4 Content Specialization

c. Proficiency Levels. The content specialization proficiency level of 140 reflects an adjustment of the panel recommended score minus two standard errors of measurement. The minus two standard errors of measurement minimum passing score will be replaced by the Board-approved raw score for each test field, after the review of minimum passing scores for a test field as part of the test updating process. The establishment of an acceptable level of performance rescinds the use of the National Teacher Examinations (NTE) for the purpose of certification in West Virginia public schools.

Impact

Instruction

The testing provisions of Policy S100 provide one measure in ensuring that entry-level education personnel possess the knowledge and skills required to practice in West Virginia public schools. The first two revisions provide alternate ways to demonstrate the required knowledge and/or skills prior to licensure. Thus, the impact on instruction is neither strengthened or weakened by the changes. The third revision provides a means to modify content specialization test passing scores as tests are updated. The third revision may have an impact on instruction as state review committees could recommend higher or lower passing scores for content tests than what current exists.

Leadership Impact

By instituting these changes, the State Board is showing leadership by making adjustments in its testing requirements to eliminate redundant testing (revision one), to provide justifiable alternative assessments (revision two), and to provide a means for updating content specialization passing scores (revision three).

Financial Impact

There are no additional costs to the state for implementing revisions one and two. Indeed, these revisions reduce the financial obligations incurred in test fees for West Virginia licensure candidates. The third revision, which involves the letting of contracts to update content specialization tests and passing scores does require allocation of state funds. The amount of the funds for updating tests depends upon the extent of revision undertaken for each test.

Staff Development Impact

The proposed revisions are not expected to require any additional training of college or a department staff to implement.

Administrative Impact

The alternate documentation of test scores required in revisions one and two may impose a slight burden upon college or department staffs as the documentation will need to be collected and attached to current forms. The updating of tests and passing scores does require department staff time to assist in the selection of committees, preparation of contracts, etc. Colleges and public school staff will participate on test update committees.

FISCAL NOTE WORKSHEET

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

SUBJECT Policy 5100-Approval of Educational Personnel Preparation Programs FUND _____

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST 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 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES	\$	\$	\$	\$	\$
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

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

There are no fiscal implications for the attached revisions in Policy 5100 except that the test updating process referred to in Section 5, page 4 does require allocation of state funds. The amount of the funds for updating tests depends upon the extent of revision undertaken for each test.

IMPACTS
FISCAL:

STATE STAFF:

DATE

AGENCY

AUTHORIZED REPRESENTATIVE