

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

FILED
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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

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 - March 27, 1987
- 1.4 Effective Date - May 27, 1987
- 1.5 Repeal of former rules.--This legislative rule repeals and replaces Series 112 - Roles and Functions of the Athletic Trainer Serving in the Public Schools of West Virginia (5013.1), filed June 10, 1983 and effective August 30, 1983; Series 113 - Roles and Functions of the Preschool Handicapped Teacher Serving in the Public Schools of West Virginia (5013.2), filed August 10, 1983 and effective January 1, 1984; Series 117 - Certification Requirements Including Teacher Education Program Objectives for the Inclusion of Autism Within the Behavioral Disorders (5110.20) filed February 24, 1984 and effective April 24, 1984; Series 119 - Certification Requirements Including Teacher Education Program Objectives for the Athletic Trainer Endorsement on a Provisional Professional Certificate (5112.1) filed June 20, 1983 and effective August 30, 1983; Series 121 - Certification Requirements Including Teacher Education Program Objectives for the Preschool Handicapped Teacher Endorsement on a Provisional Professional Certificate (5113.1) filed November 2, 1983 and effective January 1, 1984; Series 124 - Specific Learning Disabilities Job-Related Program Objectives (5117.01) filed June 4, 1984 and effective August 4, 1984; Series 125 - Teacher Education Programs: Job Related Contract Specialization Objectives for Principal (5118.01) filed November 2, 1984 and effective January 2, 1985; Series 126 - Teacher Education Programs: Job Related Content Specialization Objectives for Supervisor of Instruction (5118.02) filed November 2, 1984 and effective January 2, 1985; Series 127 - Teacher Education Programs: Job Related Content Specialization objectives for School Counselor (5119.01) filed November 2, 1984 and effective January 2, 1985; Series 128 - School Nurse Content Specialization Objectives (5119.02) filed November 2, 1984 and effective January 2, 1985; and Series 129 - Professional Education Performance Objectives for Teaching Areas (5120.01) filed November 2, 1984 and effective January 2, 1985.

speaking, and listening as determined by the West Virginia Department of Education preprofessional skills program objectives and the specific test objectives from the adopted standardized assessment instrumentation. (See Section 8)

- b. Assessment. Preprofessional skills in reading, writing and mathematics shall be assessed by the Educational Testing Service's Pre-Professional Skills Tests. Assessment for listening and speaking will be conducted by the institution until appropriate instruments are approved by the West Virginia Board of Education.
- 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, or prior completion of a state approved educational personnel preparation program, or documentation of an American College Testing (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.

5.3 General Studies

- a. Description. General studies shall be based upon an institution's definition of its concept of an educated person.
- b. Assessment. General studies shall be assessed by the established institutional assessment techniques.
- c. Proficiency Levels. The general studies proficiency level shall be determined by the individual public and private institutions of higher education.

5.4 Content Specialization

- a. Description. Content specialization pertains to the specific teaching, administrative, or student support specialization(s) and grade levels listed on a professional certificate in accordance with School Laws of West Virginia §18A-3-1. Content specialization shall include, but not be limited to, job-related test objectives and program objectives (for specialization without tests) included in Section 8. The distribution of credit hours and sequence of courses and other activities in this component shall be determined by the institution.
- b. Assessment. Content specialization shall be assessed by a state approved standardized test administered across all institutions for each certification endorsement area. Low incidence endorsement areas will be studied to determine the feasibility of state developed instruments to assess proficiency levels. Content specialization tests developed under Policy 5100 will be subject to an initial three year review and a five year review thereafter.

- 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 standard error of measurement will be replaced by Board adopted raw scores for the test fields after review of passing scores as part of the test updating process. ~~The standard error of measurement will be reviewed by June 1989 with the possibility of using a minus one standard error which would be binding on all test takers beginning with the subsequent test administration.~~ 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.

5.5 Professional Education

- a. Description. Professional education is defined as those skills and practices which are required to translate professional or content knowledge into meaningful educational performance. The professional education component shall be designed to develop state adopted professional education program objectives found in Section 10. Institutions shall have the latitude to go beyond the professional education program objectives in accordance with their institution's missions and philosophies. Field experiences shall be implemented cooperatively with the county school districts in accordance with §18-2-6. State standards for the professional education component for service and administrative specializations shall be determined by the institution which must identify the specific objectives designated as the professional education objectives.
- b. Assessment. Professional education shall be assessed by the administration of the institution's performance instrument(s) and procedures for field based experiences. Such assessments shall be conducted at each programmatic level and at least once in each specialization for which certification is requested.

The assessment instruments and procedures shall relate to the professional education program objectives in evaluating educational personnel performance. The performance assessment shall be administered by a local team composed of the higher education supervisor and public school cooperating personnel.

- c. Proficiency Levels. The acceptable proficiency level on the performance assessment for the field based experience(s) shall be developed collaboratively by public school administrators, classroom teachers, and teacher education faculty. Verification of the proficiency level shall be by both college supervisor(s) and public school cooperating personnel.

Section 6. Program Implementation

- 6.1 Proficiency Levels. All test activities conducted under the provisions of Policy 5100 shall be addressed in collaboration, when appropriate, with test designers public school administrators and classroom teachers, representatives from institutions of higher education, and personnel from the West Virginia Department of Education and the West Virginia Board of Regents and approved by the West Virginia Board of Education.

COMMENT LOG
REVISION OF POLICY 5100:
APPROVAL OF EDUCATIONAL PERSONNEL PROGRAMS

NAME OF INDIVIDUAL/ORGANIZATION _____

ADDRESS _____

Section	Comment
Section 5: page 4	
Athletic Trainer Test Objectives	
Section 5: page 5	

Please submit comments by **October 1, 1989** to:

Howard Kardatzke
West Virginia Department of Education
Building 6, Room B-337
1900 Kanawha Blvd. E,
Charleston, WV 25305-0001

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West Virginia Educational Personnel Preparation Testing Program
Content Specialization Tests

FIELD 48: ATHLETIC TRAINER

OBJECTIVES

Subareas

- 1.0 Prevention
- 2.0 Evaluation, Recognition, and Emergency Care
- 3.0 Rehabilitation and Reconditioning
- 4.0 Organization and Administration
- 5.0 Counseling and Education

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*                                     APPROVED PROGRAM/LICENSURE REQUIREMENTS                                     *
* Required Policy 5100 Components Section 5                                                                     *
*   • General Studies                                                                                             *
*   • Preprofessional Skills                                                                                     *
*   • Content Specialization                                                                                   *
*   • Professional Education                                                                                   *
* Statewide Testing Requirements                                                                                *
*   • PPST (Reading, Writing, and Mathematics) for initial licensure. Candidates with a *
*     masters degree are exempted from the PPST.                                                            *
*   • Board adopted PPST passing scores: Reading and Mathematics: 172; Writing: 171 *
*   • Content Specialization Test: Test Field 48: Athletic Trainer or National *
*     Athletic Trainer Association Test                                                                      *
*   • Passing score for CST: 140. or passing score on NATA Test *
* Second Specialization or Two Programmatic Level Requirements *
*   • Athletic Trainer; Multiple programmatic levels: No second specialization is *
*     required.                                                                                                 *
*   • Athletic Trainer, Single programmatic level: Second specialization is required. *
* Additional Requirements *
*   • Bachelors degree from a regionally accredited institution. *
*   • Complete the institution's state approved program. *
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FILED

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

M E M O R A N D U M

TO: Persons Addressed

FROM: Henry Marockie *HM*
State Superintendent of Schools

RE: Proposed Revisions in the Testing Provisions of Policy 5100 Approval of Educational Personnel Preparation Programs

DATE: August 14, 1989

At the August 11, 1989 meeting of the West Virginia Board of Education, the following revisions to the testing provisions of Policy 5100, Approval of Educational Personnel Preparation Programs, were placed on public comment until the October meeting of the Board:

1. (Policy 5100, Section 5, page 4) Pre-Professional Skills Testing (PPST) requirements would also be waived for licensure candidates who provide documentation of an American College Testing (ACT) composite score of 25 or above, an enhanced ACT score of 26 or above, or a Scholastic Achievement Test (SAT) composite score of 1035. The current policy permits the waiver of the PPST for individuals with a master's degree or prior completion of a state approved program. The recommendation is based on a correlation study of ACT and PPST scores which indicated 100 percent passing performance on the PPST-Math and PPST-Writing and a 99 percent passing performance on the PPST-Reading for those candidates with an ACT of 25 or more. The enhanced ACT and SAT qualifying scores are equivalent to an ACT score of 25.
2. (Policy 5100, Athletic Trainer Test Objectives Cover Sheet) Appropriate documentation of a passing score on the test published and administered by the National Athletic Trainer Association (NATA) would be accepted as an option to meeting the content specialization testing requirements for athletic trainers. Thus, individuals seeking West Virginia professional licensure in athletic training could present either a passing score on the NATA test or a passing score on the state content specialization test (Test Field 48). This recommendation results from a comparability study of the state and national tests conducted on June 3, 1989 by a state wide athletic trainer committee.

Persons Addressed

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August 14, 1989

3. (Policy 5100, Section 5, page 5) The Board adopted passing standard for the content specialization tests of - 2 standard errors of measurement would be retained until passing scores are reviewed as part of the test updating process. After the review, a recommended passing raw score for each test would be presented to the State Board for adoption.

Sections in the policy which include the proposed revisions are attached.

You are invited to comment on the proposed changes. Please use the enclosed form which is to be returned to the following person by October 1, 1989:

Howard Kardatzke, Acting Director
Office of Professional Education
West Virginia Department of Education
Room B-337, Capitol Complex
1900 Kanawha Blvd., E.
Charleston, WV 25305 0001

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Enclosures

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