

**TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION**

**SERIES 114  
PROFESSIONAL DEVELOPMENT OF EDUCATIONAL  
PERSONNEL: PREPARATION PHASE (5100)**

**§126-114-1. General.**

1.1. Scope. -- This legislative/interpretive rule establishes the overall framework for developing and implementing an educational personnel preparation program in an institution of higher education.

1.2. Authority. -- W. Va. Code §18-2-6

1.3. Filing Date. -- April 1, 1987

1.4. Effective Date. -- June 1, 1987

1.5. Amendment of Former Policy.

**§126-114-2. Additional.**

2.1. Copy of the policy and implementation criteria are attached. Copies of the policy may be obtained in the office of the Secretary of State and in the West Virginia Department of Education, Bureau of General, Special, and Professional Education.

2.2. Summary of rules and regulations below.  
**SUMMARY OF POLICY AND  
IMPLEMENTATION PROCEDURES**

The policy outlines the overall framework for developing and implementing an educational preparation program. Major program components are defined, assessment instruments and/or procedures are identified, and the minimum proficiency levels are prescribed for the state adopted instruments. The criteria for program implementation are also identified.

**§126-114-3. Purpose.**

3.1. The purpose of this policy is to continue to improve educational personnel preparation programs and potential educational personnel and to ensure that those who are licensed for employment in the

public schools have achieved the skills and knowledge necessary to function as entry-level members of the profession. The policy requires that before an individual can be certified he/she must complete a state approved preparation program consisting of a) a pre-professional skills component with a statewide acceptable level of proficiency; b) a general studies component which defines a well educated person exiting from the program; c) a content specialization component with a standardized test(s) correlated with public school roles and learning outcomes and attainment of an empirically derived proficiency level in each endorsement area for which certification is requested; and d) a professional education component with a standardized performance measurement. This policy relates only to the approved teacher education program element of licensure. Hence, the policy does not supercede any other certification requirements mandated by State Code and West Virginia Board of Education regulations.

3.2. This policy commits the West Virginia Board of Education to develop the program objectives, assessment instruments, and proficiency levels for the professional preparation of educational personnel through a collaborative effort involving the West Virginia Department of Education, the West Virginia Board of Regents, public school administrators, and classroom teachers. In each specific endorsement area, such as superintendent, principal, counselor, teacher, individuals from that field in institutions of higher education, and individuals practicing in the schools shall be involved in the development of the endorsement area program objectives.

3.3. The policy is based on the following assumptions: current programs have reached a point of high quality and need flexibility for continued growth; there is no one best way to train a teacher; a portion of teaching is measurable; no one test should determine certification; a paper and pencil test alone is not

sufficient to discriminate between effective and less effective teachers; teacher education should occur within a state approved program; this policy is directed toward entry level proficiency; test scores and proficiency levels should not be arbitrarily determined; tests should not be unfairly discriminatory for minority students.

#### §126-114-4. Program Components, Descriptions, and Assessment.

4.1. All educational personnel development programs at both undergraduate and graduate levels, shall consist of four (4) components: basic skills, general studies, content specialization, and professional education. Successful completion of the four (4) components represents exit criteria from a state approved preparation program, not entry level requirements for admission to teacher education.

#### 4.2. Preprofessional skills.

a. Description. For prospective educators, pre-professional skills are those skills upon which future performance and effectiveness depend. Competence in these skills underlies the prospective educator's ability to comprehend, utilize, analyze, synthesize, evaluate, and communicate information. Preprofessional skills common to educational personnel are: reading, writing, mathematics, 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.

b. Assessment. Preprofessional skills in reading, writing and mathematics shall be assessed by the National Teacher Examinations Pre-Professional Skills Tests. The College Outcome Measures Project of the American College Testing Program (activities 13-15) shall be used to assess speaking. Assessment for listening will be deferred until an appropriate instrument is approved by the West Virginia Board of Education.

Any substitute measure must be comparable to the adopted measure. Comparability must be demonstrated in the areas of content, construct, and criterion validity as well as test reliability. The substitute measure must satisfy the following conditions:

1) All students, regardless of the training institution, should take the same test(s) or tests equated to the state designated tests.

2) The test(s) must be secure instruments.

3) Equivalent forms of the same test(s) must be available or developed to enhance security.

4) Students should be tested at specific test sites at predetermined times by proctors trained to administer the tests.

5) Cut scores should be based upon the results of testing under formal test conditions.

6) Decisions about student competence should be based upon the total score for each administered test.

7) Students who fail any or all parts of the test(s) should be provided the opportunity to retake any or all parts failed. An equivalent form of the failed test(s) must be administered during the retesting process.

8) Scores and item analysis reports for students should be provided to institutions of higher education.

9) If no test is found that measures all of the identified competencies, the test or tests that measure the greatest proportion of competencies should be selected if other approved criteria are equal.

10) The test(s) should be administered under the same conditions at all institutions.

11) Prior to the administration of the tests, students and staff at all institutions should be informed of the test content, cut scores, and consequences of the testing.

c. Proficiency levels. The acceptable level of performance in the preprofessional skills shall be PPST Reading, 172; PPST Mathematics, 172; PPST Writing, 171; ACT COMP Speaking, 17. Previous completion of a state approved educational personnel preparation program may be accepted as evidence of the preprofessional skills component. A master's degree or above from a regionally accredited institution

of higher education may be accepted as evidence of meeting the passing scores on the Pre-Professional Skills Tests and the ACT COMP Test.

#### 4.3. 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.

#### 4.4. Content specialization.

a. Description. Content specialization pertains to the endorsement areas 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, specific public school learning outcomes approved by the West Virginia Board of Education. It is also recognized that institutions of higher education have a role in curriculum development and the training of teachers that goes beyond any prescribed public school curriculum. The distribution of credit hours in this component shall be determined by the institution. Endorsements in other than teaching areas, such as principals, counselors, shall be validated against a task analysis of their roles and functions in the public schools.

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 a three (3) year review (for currency of test content) and a five (5) year review (for adequacy of test structure and objectives).

The assessment of a content specialization area shall be administered to allow institutions to use the results when advising students of their knowledge and skill mastery levels.

c. Proficiency levels. The content specializa-

tion proficiency level of one hundred forty (140) reflects an adjustment of the panel recommended score minus two (2) standard errors. The standard error of measurement will be reviewed by June, 1989 with the possibility of using a minus one (1) standard error which would be immediately binding on all test takers at the date of passage. The establishment of an acceptable level of performance rescinds the use of the National Teachers Examination (NTE) for the purpose of certification in West Virginia public schools.

d. Interim period prior to adoption of standards and assessment instruments. The institution of higher education shall continue to implement its currently approved content specialization component and to administer its currently approved program evaluation system e.g., National Teacher Examinations, Undergraduate Record Examination, or institutionally validated tests with proficiency levels determined by the institution.

#### 4.5. Professional education.

a. Description. Professional education shall be designed to develop professional program objectives related to teaching, administration, and service roles as well as those that relate to learner styles and human growth and development characteristics. Professional education shall include, but not be limited to, theory, skills, strategies, and methods of designing, implementing, and evaluating educational programs for early childhood, middle childhood, adolescent, and adult levels. Institutions shall have the latitude to go beyond the collaboratively determined professional education program objectives in accordance with their missions and philosophies. Field experiences shall be implemented cooperatively with the county school districts in accordance with §18-2-6.

b. Assessment. Professional education shall be assessed by the administration of standardized performance procedures for the culminating field based experience. Each institution of higher education shall develop procedures to assess performance of the field experience in each endorsement area for which certification is requested.

The assessment procedures shall relate to the professional education program objectives and the criteria used by county school districts in evaluating educational personnel performance. The standardized performance assessment shall be administered

by a local team composed of the higher education supervisor and public school cooperating teacher(s).

This standardized performance assessment will include, but not be limited to, requiring the prospective educator to: 1) integrate knowledge, attitudes, and teaching skills in the act of teaching knowingly and deliberately; 2) explain why particular curricular and instructional strategies were used with learners; and 3) assess the success of curricular and instructional strategies and identify alternatives when success is not met.

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

d. Interim period prior to adoption of standards and assessment instruments. The institution of higher education shall continue to implement its currently approved professional education component and to administer its currently approved program evaluation system.

#### §126-114-5. Program Implementation.

5.1. Proficiency levels. All test activities adopted by the West Virginia Board of Education for licensure purposes including development, selection, validation, and establishment of cut-off scores and non-discriminatory practices in testing minority students shall be addressed in collaboration with test designers when appropriate, 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.

5.2. Admission to teacher education. The criteria for admission to educational personnel preparation programs will be determined by the institution of higher education using written policies adopted by the institution. The state adopted assessment instruments are not program admission requirements.

5.3. The Educational Personnel Preparation Advisory

Committee (EPPAC). Each institution of higher education which offers an educational preparation program shall have an Educational Personnel Preparation Advisory Committee which consists of at least representatives from college and university educators, public school administrators and classroom teachers, and the liaison to the institution from the West Virginia Department of Education. The function of this group is to serve as the primary 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 operate within established institutional due process procedures.

5.4. Development of standards and implementation dates. The following timeline is based on a projected completion of the program objectives for pre-professional skills by December 31, 1982 and for professional education by June 30, 1983.

a. Students who enroll in an educational personnel preparation program in the fall of 1985 and thereafter in order to be eligible for certification shall complete an approved program including the demonstration of State Board adopted proficiency levels in 1) preprofessional skills, 2) general studies, 3) content specialization(s), and professional education.

b. Institutions of higher education must develop and submit to the West Virginia Board of Education for its approval the basic skills, general studies, and professional education components by December 31, 1984.

c. The implementation of each content specialization component shall be in effect one (1) school year following the adoption of content specialization assessment instruments by the West Virginia Board of Education. The institutions of higher education shall have one (1) year after State Board adoption to begin implementation of the program objectives, assessment instruments, and proficiency levels. Beginning on September 1, 1986, scores from the National Teacher Examination (or other previously approved examinations) taken after August 31, 1986 will not be accepted for certification of any graduates of West Virginia institutions where a standardized content specialization test which has been developed under Policy 5100 is available. An acceptable level of performance (140) on the multi subjects content specialization tests may be used to satisfy the Basic

Skills Program component for special education endorsements. Also, individuals who have been granted a Temporary Certificate based upon the lack of an NTE score, may convert to a Professional Certificate upon submission of the NTE score if the score is submitted within the validity period of the Temporary Certificate.

d. Institutions of higher education must implement the concept of an educational personnel preparation advisory structure for program development and review during the 1982-83 school year. The institutions with the Educational Personnel Preparation Advisory Committee shall design in FY 82 a management plan to meet the requirements of this policy. The plan shall be filed with the West Virginia Department of Education prior to June 30, 1983.

e. Institutions of higher education that wish to implement a component(s) prior to the mandated date may do so provided the component has been approved by the West Virginia Board of Education.

5.5. Relationship to current standards. The West Virginia Board of Education will continue to maintain the current program approval model for new and experimental programs.

5.6. Current standards and approved programs based upon existing standards will remain in effect until September 1985 unless the institution opts to receive West Virginia Board of Education approval for the new component(s) prior to this date. However, on-site evaluations will be replaced by technical assistance activities associated with meeting the timelines for development of each of the components.

a. Annual reports. Each institutions of higher education will submit an annual program report to the West Virginia Department of Education. The first annual report will be the institution's management plan for implementation. Thereafter, each report will describe the institution's progress toward the imple-

mentation of the management plan and update the objectives of the plan based upon evaluation data on the currently approved evaluation instrument and procedures identified in Standard VIII.

b. New programs. New educational personnel preparation programs developed by West Virginia institutions of higher education shall continue to be evaluated by an external reviewer(s) who shall conduct an on-site assessment in accordance with West Virginia Board of Education procedures for program approval. New programs and their components must be developed in accordance with this policy.

c. Professional certification for out of state applicants. Out of state applicants for certification from states that are not party to the Interstate Certification Agreement after June 30, 1989 shall meet state required content specialization test proficiency levels if they have not passed a testing program as part of certification in another state.

d. Use of assessment data. Assessment data are to be used diagnostically within approved programs for both program modification and counseling for individual students.

5.7. Review process and follow-up graduates. This program approval process shall be reviewed by the West Virginia Board of Education in five (5) year cycles in accordance with Interstate Certification Compact requirements.

5.8. The West Virginia Department of Education shall be responsible for conducting follow-up studies of graduates of West Virginia institutions of higher education employed in the public schools of West Virginia and providing information to the institutions of higher education for program development. These studies shall be planned and conducted in cooperation with the West Virginia Board of Regents.