

TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION

SERIES 135
LICENSURE FOR THE TEACHING OF READING (5201)

§126-135-1. General.

1.1. Scope. -- The purpose of this policy is to establish new licensure requirements and define personnel responsible for the teaching of reading. It must be assured that available professional educators have the skills and knowledge necessary to deliver the reading program of study approved by the West Virginia Board of Education.

1.2. Authority. -- W. Va. Code §18A-3-2

1.3. Filing Date. -- August 27, 1990

1.4. Effective Date. -- October 4, 1990

§126-135-2. Definitions.

2.1. Developmental reading instruction is a total school program conducted within the framework of the regular classroom, grades K-8, and is characterized by the continuous, sequential, and systematic development of basic reading skills. Developmental instruction is the responsibility of every teacher, includes all students, and is provided for in the regular curriculum. Such instruction also includes corrective, adaptive, and accelerated reading.

2.2. Remedial reading is intensive, diagnostically defined reading instruction conducted individually or in small groups for students who are reading below their assigned grade level or expected capacity. Eligibility requirements may be based on the results of norm-referenced reading achievement tests and/or diagnostic tests, informal reading inventories, other assessment instruments, and teacher observation. The delivery system for remedial reading services is a local decision with the understanding that the intent of

remedial reading is to enable the student to read at or above grade level/expected capacity.

§126-135-3. Responsibility.

3.1. Developmental reading at the early and/or middle levels will be delivered by the regular classroom teacher who holds an early childhood endorsement, an elementary education endorsement, grades 1-6, 1-8, or 1-9, or a multisubjects endorsement, grades K-8, as long as the teacher is assigned within the grade levels appearing on the certificate. The adoption of developmental reading objectives for grades 7-8 by the West Virginia Board of Education creates an immediate need for an authorization for these grades since no training program for developmental reading, grades 7-8, has existed since 1974.

3.2. A reading specialist works with those students who are classified as remedial status, grades K-12, and delivers reading electives grades K-12, including developmental reading at the adolescent level. The reading specialist works with pupils, teachers, and administrators to improve and coordinate the total reading program of the school and/or county.

3.3. Professional personnel providing remedial reading must hold the remedial reading authorization or the reading specialist endorsement.

3.4. Reading in the content area will continue to be taught by content area teachers with no new certification requirements.

§126-135-4. Authorization.

4.1. Developmental reading authorization -The content of a training program must be in accordance with Board adopted program

objectives (See Appendix 1). Such authorizations will be available only until June 30, 1992, at which time graduates of teacher education programs under Policy 5100 will be available.

4.2. Remedial reading authorization -The content of a remedial reading authorization training program must be in accordance with Board adopted program objectives (See Appendix 2). Such authorizations will be available only until June 30, 1992, at which time continuation of such authorization will be evaluated by West Virginia Board of Education.

4.3. Such training programs may be open to all employees assigned or newly hired to teach developmental or remedial reading and those employees holding early childhood, elementary, or English/Language Arts endorsements on professional certificates as determined locally.

§126-135-5. Preassessment.

5.1. A preassessment shall be administered to determine a) need for training, and b) objectives for such training. Such assessment must occur prior to development of training programs.

5.2. The preassessment for developmental reading must be conducted in accordance with provisions to be developed cooperatively by one (1) or more institutions of higher education with an approved elementary education and/or reading specialist program, county school district, and state department personnel.

5.3. The preassessment for remedial reading will be achieved through 1) a transcript analysis, 2) an analysis of related staff development training and 3) classroom observation. Each county or regional education service agency, will appoint an individual holding a West Virginia endorsement entitled "Reading Specialist", or "Supervisor of Reading", or an earned doctorate in reading and each graduate college will appoint a regular reading faculty member to cooperatively conduct the preassessment.

§126-135-6. Program Delivery.

6.1. After consultation with the individual, the designated county or regional education service agency staff member will then jointly specify with the higher education staff member, any necessary training for developmental and remedial reading.

6.2. Training objectives and programs will be developed for each candidate based upon the preassessment. These objectives may be based upon college credit but may be delivered through staff development programs, independent study, or regular course work. Non-credit is an option open to the county, RESA, and college faculty team only when the amount of training needed does not equal the amount required for one or more college credits.

§126-135-7. Implementation.

7.1. Training programs leading to the authorization for developmental and/or remedial reading shall be submitted to the West Virginia Department of Education based upon the adopted training program objectives.

7.2. Appeals - If agreement cannot be reached by the parties of interest an appeal may be made to the State Superintendent of Schools. The State Superintendent may establish a three person review committee consisting of a county reading specialist, a higher education reading faculty member, and a state department representative to review the appeal and make a recommendation to the State Superintendent.

7.3. This policy will be effective 1987-88. However, the cooperative preassessment may begin immediately. Consequently, counties will be responsible for implementation of the objectives for reading in grades 7-8 beginning with the 1987-88 school year. At that time all personnel providing developmental and remedial reading instruction will be required to be in compliance with this policy.



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This Policy was amended and refiled on June 23, 1992 to become effective July 23, 1992

TO: Barbara Estep
AGENCY: Education
FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION
DATE: July 6, 1992

THE ATTACHED RULE RECENTLY 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: 135 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: Barbara L. Estep
TITLE OF PERSON SIGNING: Exec Sec. WV Board of Ed.
DATE: July 31, 1992

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