

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #5

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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: WV Code 18-3-2

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES X, NO _____

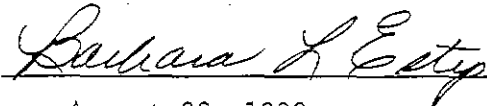
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 135 (Policy 5201)

TITLE OF RULE BEING AMENDED: Licensure for the Teaching
of Reading

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 October 4, 1990


August 22, 1990

TITLE 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-3-2
SERIES 135
POLICY 5201

Title: Licensure for the Teaching of Reading

Section 1. General

1.1 Purpose -- 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 - West Virginia Code 18-3-2

1.3 Filing Date - August 22, 1990

1.4 Effective Date - October 4, 1990

Section 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.

Section 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.

Section 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.

Section 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 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.

Section 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.

Section 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 1988-89. However, the cooperative preassessment should begin immediately. Consequently, counties will be responsible for implementation of the objectives for reading in grades 7-8 no later than the 1988-89 school year. At that time all personnel providing developmental and remedial reading instruction will be required to be in compliance with this policy.

TRAINING OBJECTIVES FOR DEVELOPMENTAL
READING AUTHORIZATION

1.0 FOUNDATIONS

1.1 Demonstrate an understanding of the dynamic nature of the reading process.

- 1.1.1 Holistic
- 1.1.2 Developmental

1.2 Demonstrate an understanding of the learner and the learning process with specific application to reading.

- 1.2.1 Developmental stages of the learner and the reading process.
- 1.2.2 Factors that influence reading performance.

- 1.2.2.1 prior knowledge and experience of learner
- 1.2.2.2 physiological, psychological, and socio-cultural
- 1.2.2.3 language development as it relates to reading
- 1.2.2.4 writing process as it relates to reading.

1.3 Demonstrate an understanding of basic information related to the reading process.

1.4 Definitions

- 1.4.1 instructional/process terms
- 1.4.2 assessment terms

- 1.4.2.1 formal/informal
- 1.4.2.2 diagnostic/achievement

1.5 General approaches of reading instruction

- 1.5.1 basal
- 1.5.2 language experience
- 1.5.3 linguistic
- 1.5.4 eclectic

2.0 ASSESSMENT

2.1 Demonstrate an understanding of the basic concept that assessment is a continuous process which is an integral part of diagnostic teaching.

2.2 Demonstrate an understanding of reading assessment procedures.

- 2.2.1 Administer and interpret formal and informal diagnostic assessments.
- 2.2.2 Identify learner needs.

2.3 Demonstrate an understanding of the procedures involved with the application of assessment information.

2.3.1 designing an appropriate classroom program.

2.3.1.1 adapting instructional strategies

2.3.1.2 adapting materials

2.3.1.3 adjusting program expectations/outcomes

2.3.2 Making referrals for special program assistance as necessary.

3.0 PROGRAMS

3.1 Demonstrate an understanding of the organization and presentation necessary for reading instruction.

3.1.1 Understand and demonstrate a variety of instructional procedures to teach word recognition and vocabulary development.

3.1.2 Demonstrate an understanding of the cognitive processes involved in reading comprehension.

3.1.3 Understand and demonstrate a variety of instructional methods to facilitate learning at the different levels of reading.

3.1.4 Comprehension

3.2 Demonstrate instructional strategies which facilitate comprehension in content area narrative and expository materials.

3.3 Demonstrate instructional strategies which facilitate the learner's independent use of study skills.

3.4 Demonstrate an understanding of the importance of independent reading through establishing classroom reading centers and promoting recreational reading as an integral part of the instructional program.

3.5 Demonstrate an understanding of instructional processes which relate reading to writing.

H2/T3 - 3/28/86
2269g - 2/28/90

TRAINING OBJECTIVES FOR REMEDIAL
READING AUTHORIZATION

1.0 FOUNDATION

1.1 Terminology

- 1.1.1 Demonstrate a functional knowledge of terms related to reading instruction.

1.2 Types of Instruction

- 1.2.1 Demonstrate a knowledge of developmental, corrective, remedial, accelerated, and adaptive reading, focusing on the specific components of a remedial reading program.
- 1.2.2 Demonstrate an understanding of several instructional approaches including group instruction, individual instruction, language experience approach and basal instruction.

2.0 ASSESSMENT

- 2.1 Demonstrate an understanding of the basic concepts of diagnostic - prescriptive procedures.
- 2.2 Demonstrate an understanding of a variety of formal and informal diagnostic procedures for identifying individual strengths and weaknesses.
- 2.3 Demonstrate an understanding of continual assessment and how to make appropriate adjustments to instruction based on assessment.
- 2.4 Demonstrate a knowledge of various methods of communicating results of diagnostic assessments and the learners progress.

3.0 PROGRAMS

- 3.1 Demonstrate the ability to prescribe and implement a remedial program to meet the individual needs of learners based on diagnostic assessments.
- 3.2 Demonstrate a knowledge of a variety of diagnostic, prescriptive, and corrective instructional techniques.
- 3.3 Identify a variety of materials (both print and non-print) appropriate for diagnostic and prescriptive instruction.
- 3.4 Demonstrate an understanding that a comprehensive remedial program is broad based and reflects the knowledge of both the learner's strengths and weaknesses.

APPENDIX 2 (Cont.)

- 3.5 Demonstrate the ability to select and utilize materials which meet the assessed instructional needs of the learner.
- 3.6 Demonstrate a knowledge of multiple learning experiences/or activities that will enable the student to apply reading skills to the content areas and recreational reading situations.
- 3.7 Demonstrate a knowledge of strategies which provide success in order to promote the learner's positive self image as it relates to reading.

G1/T3 - 5/28/86

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