

Oct 7, 1990

**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 delivery 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. -- December 27, 1982

1.4. Effective Date. -- February 27, 1983

**§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 learning outcomes 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, 1990, 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, 1990, at which time continuation of such authorization will be evaluated by West Virginia Board of Education.

**§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. The preassessment for remedial reading must also be conducted in accordance with provisions to be developed cooperatively by one (1) or more institutions of higher education including at least one (1) institution with a board approved reading specialist program, county school district, and state department personnel. Such provisions shall be submitted for state

board approval prior to implementation since licensure may result from the assessment.

**§126-135-6. Training Programs.**

6.1. Training programs leading to the authorization for developmental and/or remedial reading shall be submitted to the West Virginia Board of Education based upon the adopted training program objectives. Such training programs must be developed cooperatively by higher education, county school district, and state department personnel, but may be delivered with or without credit hours through coursework or through county staff development options. Participation of institutions of higher education shall be subject to the same provisions outlines in Section 5 Preassessment. Such training programs shall be open to all current employees.

**§126-135-7. Implementation.**

7.1. This policy will be effective 1987-88. However, the cooperative preassessment may begin immediately. Consequently, counties will be responsible for implementation of the learning outcomes 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.