

**WEST VIRGINIA
SECRETARY OF STATE**

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5

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1992 JUN 23 AM 7:06

OFFICE OF THE
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 July 23, 1992

Barbara L. Estep
June 17, 1992

FISCAL NOTE WORKSHEET

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Licensure for the Teaching of Reading FUND _____

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES	\$	\$	\$	\$	\$
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

Note

IMPACTS
FISCAL:

STATE STAFF:

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

EXECUTIVE SUMMARY

Proposed Amendments to Policy 5201: Licensure for the Teaching of Reading

Purpose:

Policy 5201 describes the eligibility criteria for licensure of personnel assigned to deliver the developmental and remedial reading programs of study. It also identifies the requirements of issuance of authorizations, which are viewed as a temporary measure to assist in meeting staffing needs in reading.

Background:

Policy 5201 was originally approved by the West Virginia Board of Education in 1986. At that time, it was anticipated that the authorization track would expire June 30, 1990. Due to requests to extend the authorization provisions to assist in meeting staffing needs, amendments to continue the authorizations until June 30, 1992 were approved by the board in 1990.

We are again faced with requests to extend the authorization provisions to meet staffing needs for 1992-93. According to data acquired from the RESA directors, approximately 80 individuals are currently enrolled in the program and will need this summer to complete all requirements. While some RESA directors indicated that some of their counties may need the authorization track beyond August 1992, the numbers didn't justify such a request. The department will establish a committee to review licensure requirements for reading and propose alternatives to meet county staffing needs for the future.

Proposed Revisions:

Proposed amendments would allow a person holding an English, Language Arts or English/Language Arts endorsement to deliver the development reading program of study. Currently, only individuals who hold licensure for elementary education, multisubjects, early education, reading specialist or developmental reading may provide this instruction. It is also recommended that the authorization track be extended until August 31, 1992 to allow educators currently enrolled in the program to complete all requirements.

Public Comments on Proposed Revisions to Policy

At its April 1992 session, the West Virginia Board of Education authorized the distribution of Policy 5201 revisions to solicit comments for consideration by the Board prior to its action. As a result of the public comment period, twenty-seven individuals offered comments related to the proposed revisions. A summary of their comments is provided in attachment _____.

BB:jb 5960o

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

FILED

1992 JUN 23 AM 7:06

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

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 - June 23, 1992

1.4 Effective Date - July 23, 1992

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 shall be delivered by the regular classroom teacher who holds an endorsement to teach early childhood, elementary education, multisubjects, English, Language Arts, or English/Language Arts 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 August 31, 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 August 31, 1992.

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 - Rev. 4/10/92

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

2269g - Rev. 6/15/92

POLICY 5201
LICENSURE FOR THE TEACHING OF READING

SUMMARY OF COMMENTS RECEIVED DURING PUBLIC COMMENT PERIOD

Twenty-seven individuals responded with comments to Policy 5201.

- Twenty-three from public school personnel
- Four from higher education faculty

Ten of the twenty-seven respondents were critical of one or more of the proposed revisions of the policy. The breakdown of negative responses is as follows:

- Six individuals criticized the proposed acceptance of persons holding English, Language Arts, or English/Language Arts certification for developmental reading assignments. Those critical of this policy revision alleged that such persons did not have the necessary preparation to teach developmental reading.
- Six individuals urged that the reading authorization provisions of the policy be extended beyond August 31, 1992 since, in their view, a need would continue to exist for alternative training programs in reading for at least another year.

The comments did not result in withdrawal of the proposed revisions because:

- 1) English, Language Arts, English/Language Arts teachers were deemed to have the preparation required for teaching developmental reading, and;
- 2) A survey of the eight RESAs, resulted in a finding that supported the termination of the developmental and remedial reading authorization licensure option after August 31, 1992.

HK/se:3406g

Proposed Revisions to Policy 5201:
Licensure for the Teaching of Reading

Impact Statements

Instruction:

The proposed amendments would create a larger pool of eligible applicants to provide instruction in reading.

Leadership:

None

Financial:

None

Staff Development:

The expiration of the reading authorizations in August 1992 will require the department to review alternatives for training teachers to deliver the reading program of study.

Administrative:

None

BB:ram:5961o

Policy 5201: Licensure for the Teaching of Reading

The West Virginia Board of Education is committed to ensuring that personnel employed in the public schools of this state have appropriate training related to their assignment and to meet statutory requirements described in Chapters 18 and 18A of the School Laws of West Virginia. The West Virginia Board of Education has established this policy to meet staffing needs for the delivery of the reading program of study.

BB:mm:3337g



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FILED
JUN 29 9 11 AM '93

TO: Barbara Fox

AGENCY: Board of Education

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: June 29, 1993

THE ATTACHED RULE 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 Board of 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. Fox

TITLE OF PERSON SIGNING: Executive Secretary

DATE: July 15, 1993

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