

Excerpts from Policy 5100

§126-114-6. Professional Educator Preparation Program Requirements: Teacher.

6.1. Program Components. All teacher preparation programs, at both undergraduate and graduate levels, shall consist of three components: preprofessional skills, content specialization, and professional education. The three components, including the associated educational technology knowledge and skills, are necessary to satisfy WVBE-approved program requirements.

6.2. Preprofessional Skills Component.

6.2.a. Component Description. Preprofessional skills are those basic skills crucial to an educator's performance and effectiveness. Competence in these skills underlies an educator's ability to comprehend, utilize, analyze, synthesize, evaluate, and communicate information. Preprofessional skills common to educational personnel are reading, writing, mathematics, speaking, listening and educational technology. Component descriptions for reading, writing and mathematics are found in the study companion for the Praxis , Core Academic Skills for Educators (CASE). Preprofessional skills for speaking and listening are found in Appendix B of this policy. Educational technology knowledge and skills related to this component are found in Appendix C of this policy.

6.2.b. Educator's Assessment and Proficiency Levels. Prior to admission to a WVBE-approved educator preparation program, the provider must demonstrate the quality of the admitted candidates. The provider must demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The teacher candidate must attain the required levels of proficiency in reading, writing, mathematics, speaking, listening and educational technology as measured by the assessments indicated in this policy, including the CASE as well as assessments and/or levels established by individual institutions.

6.2.b.1. Effective with cohorts being admitted to educator preparation programs of study on or after Sep. 1, 2016,, the cohort must attain a group average minimum performance in the top 50 percent of the distribution on nationally-normed ability/achievement assessments, such as American College Testing (ACT), Scholastic Aptitude Test (SAT) or Graduate Record Examination (GRE):

6.2.b.2. Effective with cohorts being admitted to educator preparation programs of study on or after Sep. 1, 2016, the cohort must attain a group average minimum GPA requirement of 3.0 in the core subjects and using a 4-point scale with A-4, B-3, C-2, and D-1.

6.2.b.3. The EPP shall establish the assessments and acceptable levels for the speaking, listening, and educational technology skills.

6.2.b.4. The EPP will include as part of its admission criteria, successful candidate completion of a disposition screening assessment chosen by the educator preparation provider.

6.2.c. CASE Waivers. In lieu of taking the WVBE-approved CASE, prospective educators completing WVBE-approved programs may provide evidence of:

6.2.c.1. a master's degree from an accredited institution of higher education; OR

6.2.c.2. currently holding or having held a West Virginia professional teaching, administrative or student support service license; OR

6.2.c.3. attainment of WVBE-approved composite scores from a single administration of the ACT Program or the SAT. See the WV Licensure Testing Directory on the WVDE website for currently approved ACT and SAT scores. Waivers found at §126-114-6.2.c.1, §126-114- 6.2.c.2 and §126-114-6.2.c.3 do not apply to the institution's required assessments of speaking, listening and educational technology knowledge and skills. Individuals who currently hold or have held a West Virginia professional teaching, administrative or student support services license are not required to complete any of the preprofessional skills assessments.

6.3. Content Specialization Component

6.3.a. Component Description. - Content specialization pertains to the specific teaching, administrative, or student support specialization(s) listed on a professional license in accordance with W. Va. Code §18A-3-1. See the WV Licensure Testing Directory on the WVDE website of this policy for specific guidelines related to items 6.3.a.1 to 6.3.a. 7 below for each specialization with the potential for approved program status. WVBE-approved specializations and grade level patterns are found in Appendix D of this policy. The content specialization program standards shall include:

6.3.a.1. WVBE recognized national Content Specialization Standards for the public school curriculum pertaining to the specialization.

6.3.a.2. WVBE policies or legislative initiatives that have implications for the teaching specialization.

6.3.a.3. WVBE adopted content standards for the public school curriculum pertaining to the specialization standards.

6.3.a.4. content description(s) for the Praxis II tests identified for the specialization in West Virginia licensure requirements.

6.3.a.5. institutionally identified content standards.

6.3.a.6. preparation standards promulgated by national professional associations for specific specializations and CAEP (if applicable).

6.3.a. 7. educational technology skills and knowledge related to specializations offered by the institution. (See Appendix C of this policy.)

6.3.b. Standards for Subject-Area Content in Teacher Preparation Programs.

6.3.b.1. Elementary Education (K-6) programs. Elementary education (K-6) programs shall include a minimum of 30 semester hours of coursework in English/language arts, health, mathematics, physical education, science, social studies and the arts such that the coursework is relevant to the curriculum delivered in the elementary K-6 classroom.

6.3.b.2. Middle Level (5-9) Programs. Individuals completing two middle level (5- 9) programs shall complete the minimum of a subject-area minor, as defined in §126-114-5.26, in each subject.

6.3.b.3. Secondary Level Programs.

6.3.b.3.A. Secondary-level teacher preparation programs shall provide that their secondary-level programs (those programs emphasizing the secondary-level grades and including licensure to teach grades 10-12) in core academic areas require at least the equivalency of corresponding content majors in terms of academic rigor and credit hours completed in content areas.

6.3.b.3.B. Secondary-level education certification areas for which equivalency in content majors are required biology, business education, chemistry, Chinese, English, French, German, Japanese, general science, mathematics, modern foreign languages, physics, Russian, Spanish, and social studies.

6.3.b.3.C. Each secondary-level certification area referenced in §126-114- 6.3.b.3.B. must include an equivalent number of credit hours of subject area content course work to the institution's baccalaureate major in the corresponding content field, with the following exceptions:

6.3.b.3.C.1. for a baccalaureate major in a content field in which the credit hours for content course work exceed 48 hours, the number of content credit hours in the corresponding secondary-level teacher preparation program shall not be less than 48 credit hours.

6.3.b.3.C.2. for secondary-level teacher preparation programs in general science and social studies, areas in which there is typically no corresponding baccalaureate degree, the minimum number of required credits hours in the content area shall not be less than 48. While the number of content hours in other secondary-level teacher preparation programs for certification areas listed in §126-114- 6.3.b.3.B is to be at least the equivalent of corresponding baccalaureate degrees, in no instance shall the number of credit hours in the content area of a secondary-level teacher preparation program be less than 36.

6.3.b.3.C.2. for secondary-level teacher preparation programs in general science and social studies, areas in which there is typically no corresponding baccalaureate degree, the minimum number of required credits hours in the content area shall not be less than 48. While the number of content hours in other secondary-level teacher preparation programs for certification areas listed in §126-114- 6.3.b.3.B is to be at least the equivalent of corresponding baccalaureate degrees, in no instance shall the number of credit hours in the content area of a secondary-level teacher preparation program be less than 36.

6.3.b.4. Within all WVBE-approved programs, institutions should seek to hire full-time faculty that have a minimum of one degree higher than the degree level at which they are teaching. Faculty shall have a degree(s) and/or professional licensure and/or expertise in the area(s) in which they are teaching.

6.3.c. Mathematics Content in Teacher Preparation.

6.3.c.1. Each elementary (K-6) teacher preparation must contain:

6.3.c.1.A. three hours of college algebra or verification of college algebra equivalency and a minimum of six hours of college-level mathematics courses, AND

6.3.c.1.B. a three-hour course in mathematics methods.

6.3.c.2. Each middle childhood (5-9) mathematics program must contain:

6.3.c.2.A. a course in college algebra or verification of college algebra equivalency and a minimum of 18 hours of college-level mathematics, AND

6.3.c.2.B. a three-hour course in mathematics methods.

6.3.d. Reading Content in Teacher Preparation.

6.3.d.1. Each elementary education (K-6) teacher preparation program must contain a minimum of 9 hours of reading which include a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties.

6.3.d.2. Each middle (5-9) and secondary (PreK-Adult, 5-Adult, 9-Adult) preparation program must contain a minimum of three hours of reading in the content area which include a focus on vocabulary, comprehension and writing.

6.3.e. Special Education Content in Teacher Preparation.

6.3.e.1. All general education preparation programs must contain a minimum of six hours of preparation in special education, including a focus on the impact of each disability, the use of evaluation data generated from special education to assist with instruction, and the effective and efficient use of consultation.

6.3.e.2. All general education preparation programs must address the differentiation of instruction for diverse learners.

6.3.f. Instructional Technology Content in Teacher Preparation. All initial educator preparation programs must contain a minimum of three semester hours of preparation in instructional technology which incorporate the standards identified in Appendix C-1 of this policy.

6.3.g. Educator's Assessment and Proficiency Levels. - Candidates for completion of a WVBE-approved program shall be required to meet WVBE Praxis II specialty area test score(s) indicated for the

anticipated specialization(s). A listing of current WVBE-required tests and passing scores is found in the WV Licensure Testing Directory on the WVDE website.

6.3.h. Support for WVBE-required Praxis Assessment Preparation. - Educator preparation programs shall have provisions for providing remediation/support for candidates after two unsuccessful attempts at passing any of the WVBE-required Praxis assessments. A listing of current WVBE-required tests and passing scores is found in the WV Licensure Testing Directory on the WVDE website.

6.3.i. Special Education Programs. All special education programs, including gifted and talented, shall align to the Council for Exceptional Children preparation standards and include preparation, implementation, and evaluation of Individualized Education Programs (IEPs) and a minimum of 30 hours of coursework including 12 hours of reading instruction which include a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension for elementary endorsements and fluency, vocabulary and comprehension for 5-adult endorsements) as well as how to assess students' reading ability and how to identify and correct reading difficulties for all grade levels. Programs must prepare candidates to meet expectations of having a solid base of understanding of the content areas of the general curricula (i.e., math, reading, English/language arts, science, social studies, and the arts). This knowledge base must be sufficient for collaborating with general educators, teaching or co-teaching academic subject matter content of the general curriculum to individuals with exceptional learning needs across a wide range of performance levels, and designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.

6.4. Professional Education Component.

6.4.a. Component Description. - Professional Education includes the studies and experiences that prepare the prospective educator to integrate professional pedagogy, content knowledge and pedagogical content knowledge into successful learning experiences for students. Each institution is required to develop a mission statement with specific goals that align with the CAEP Standards and the West Virginia Professional Teaching Standards. Appendices A-2, A-5, A-3 and C, A-4, and A-6 (if applicable) provide the basis for the shared vision and mission for the institution's endeavor in preparing educators to work effectively in PreK-Adult schools. The mission statement shall include a description of the institution's focus on data-driven decision-making and continuous improvement and a snapshot of its prospective professional educators. The statement will serve as the foundation on which the institution will base its curriculum and implement the clinical experiences for professional educators, school administrators, and student support personnel.

6.4.b. Educator's Assessment and Proficiency Levels.

6.4.b.1. Professional Knowledge Assessment and Proficiency Levels. - Candidates completing a WV BE-approved teacher education program for any professional educator license shall pass the WVBE-adopted Principles of Learning and Teaching Praxis II test that includes the preponderance of the grade levels indicated on the anticipated license. (See the WV Licensure Testing Directory on the WVDE website for a list of WVBE-required tests and passing scores.) The institution shall, with the cooperating public

school(s), collaboratively establish the assessments and acceptable performance levels for the educational technology skills (See Appendix C of this policy) associated with the professional education component.

6.4.b.2. Clinical Experience Performance Assessment Instruments. - Performance assessment instruments and procedures shall be collaboratively developed by public school administrators, classroom teachers, and teacher education faculty at the institutional level OR an EPP may select to use a nationally-normed instrument of teacher performance. Should an institution choose to select a nationally-normed instrument, passing scores on this instrument as listed in §126-114-6.4.b.2.G. may be substituted for the Principles of Learning and Teaching score requirement when applying for West Virginia certification. Performance assessment instruments must meet CAEP guidelines including reliability and validity. The institution's developed or adopted performance assessment instruments shall:

6.4.b.2.A. be consistent with relevant standards (i.e., West Virginia Professional Teaching Standards found in Appendix A-2 of this policy, appropriate Specialty Program Association Standards, institution teacher preparation standards, etc.);

6.4.b.2.B. include performance criteria and performance indicators rooted in the relevant Standards;

6.4.b.2.C. address the knowledge, skills, and dispositions to be acquired by professional candidates as set forth in program goals;

6.4.b.2.D. have multiple means of measuring candidate performance and impact

6.4.b.2.E specify candidate performance expectations, acceptable proficiency levels and designated benchmarks in the program; and

6.4.b.2. F. provide on-going, systematic information useful for decision making.

6.4.b.2.G. An adopted teacher performance assessment instrument proficiency level and/or cut score must be set within the acceptable range as established by the assessment's developer based on data from the national pool of test takers. Beginning July 1, 2017, all newly admitted candidates into an educator preparation program shall meet the adopted score/proficiency level for program completion.

6.4.b.3. Field-based Experiences. All teacher candidates completing a WVBE-approved teacher preparation program for initial teacher licensure must complete a minimum of 125 clock hours of field experience under the direction of a teacher licensed to teach in the state, by the state's authorized agency, or their university supervisor in which the field experience is occurring, in each area in which they are seeking an endorsement. No less than 85 clock hours of the required 125 shall be completed in a public school.

6.4.b.4. Field-based Experiences for Special Education. All teacher candidates completing a WVBE-approved teacher preparation program of study leading to an endorsement(s) in an area(s) of special education shall successfully complete the minimum of a significant field experience in the area(s) of

special education in which they are seeking an endorsement(s). Teacher candidates seeking an endorsement in special education/multicategorical shall successfully complete significant field experiences that include instructional and behavioral support for students in each of the areas of emotional/behavioral disorders, mental impairments, and specific learning disabilities.

6.4.b.5. Clinical Experiences Completed in the Public Schools. Each candidate completing an approved program shall spend a minimum of twelve weeks in the clinical portion of the program unless s/he is able to demonstrate to the satisfaction of the college supervisor and the cooperating public school supervisor that s/he has achieved the proficiency level in less than the specified time. The clinical experience must be completed under the direction of a teacher licensed to teach in the state and in the content in which the candidate is seeking an endorsement, issued by the state's authorized agency. One exception: candidates who are completing their clinical experience on the job (e.g. candidates seeking alternative certification or on a first-class permit) may not have a teacher licensed in the same content, but instead will have a professional support team as described in W. Va. Code §18A-3C-1. A public school is defined as a state-funded school listed on the official roster of public schools by the WVDE and that provides education free to students. The candidate must be assessed during the clinical experience in all specializations for which s/he is requesting licensure. The institution is also required to document the candidates' field-based and/or clinical experiences with diverse (multi-cultural), at risk, and special needs learners at each programmatic level for which they anticipate licensure. Clinical experiences completed in a virtual/online environment shall not constitute more than 50 percent of the minimum required experience. Five exceptions to the programmatic level coverage for required field based experiences exist in the current system.

6.4.b.5.A. Any PreK-Adult program of study is required to contain clinical practice at two levels: (1) elementary and (2) middle or high school level. Experience at the middle and high school level not covered during the clinical practice shall be completed by field experience.

6.4.b.5.B. Any K-Adult program of study is required to contain clinical practice at two levels: (1) elementary and (2) middle or high school level. Experience at the middle and high school level not covered during the clinical practice shall be completed by field experience.

6.4.b.5.C. Any 5-Adult program of study is required to contain field based experiences and clinical practice at a minimum of two different programmatic levels.

6.4.b.5.D. Any 9-Adult program of study is required to contain field based experiences and clinical practice at a minimum of one programmatic level.

6.4.b.5.E. The elementary education specialization, K-6, is also exempt to the programmatic level coverage for required field based experiences at each programmatic level for which the candidate anticipates licensure. Clinical practice placement in two grades, a lower and an upper grade, from kindergarten and extending through grade six will satisfy the programmatic level requirement. This exception for elementary education cannot be used to satisfy the requirement for other specializations that require experiences in grades 5-9. If the candidate combines elementary education with another specialization, the required programmatic level placement for the other specialization must be satisfied.

These required field and clinical based experiences must be of sufficient duration and quality to enable the candidate to practice and develop skills.

6.4.b.6. Clinical Experiences Completed in Non-Public Schools. Each candidate completing an approved program shall spend a minimum of 12 weeks in the clinical portion of the program unless s/he is able to demonstrate to the satisfaction of the college supervisor and the cooperating school supervisor that s/he has achieved the proficiency level in less than the specified time. Clinical experiences completed in a virtual/online environment shall not constitute more than 50% of the minimum required experience. The clinical experience must be completed under the direction of a teacher licensed to teach in the state in which the clinical experience is occurring and in the area in which they are seeking an endorsement. The candidate must be assessed during the clinical experience in a 11 specializations for which s/he is requesting licensure. The institution is also required to document the candidates' field-based and/or clinical experiences with diverse (multi-cultural), at risk, and special needs learners at each programmatic level for which they anticipate licensure. Five exceptions to the programmatic level coverage for required field based experiences exist in the current system, as identified in §126-114-6.4.b.5.A-E.

6.4.b.6.A. Six Weeks of Clinical Experience Completed in a Public School and Six Weeks of Clinical Experience Completed in a Non-Public School. Institutions of higher education that offer WVBE-approved educator preparation programs must place teacher candidates (student teachers) in a public school for the clinical experience for a minimum of six weeks or fulfill the requirements identified in § 126-114-6.4. b.6. B.

6.4.b.6.B. 12 Weeks of Clinical Experience Completed in a Non- Public School. Institutions of higher education that offer WVBE-approved educator preparation programs and place teacher candidates (student teachers) in a non-public school(s) such that the teacher candidates do not complete a minimum of six weeks of clinical experience in a public schools must complete the following requirements:

6.4.b.6.B.1. 200 Clock Hours of Field-Based Experiences. - An institution whose teacher candidates do not complete a minimum of six weeks of clinical experience in a public school shall require teacher candidates to complete 200 clock hours of field-based experiences in a public school, as defined in §126-114-6.4.b.5., under the direction of a public school teacher licensed to teach in the state in which the field experiences are occurring and in the area in which they are seeking an endorsement.

6.4.b.6.B.2. Course for Teacher Candidates not Completing Six Weeks of Clinical Experience in the Public Schools. Teacher candidates not completing a minimum of six weeks of clinical practice in a public school must complete a WVBE-approved course which is a component of the institution's WVBE-approved educator preparation program that provides information sufficient to prepare the prospective teacher to demonstrate competence to teach in the public schools of West Virginia. The course shall include instruction in at least the following: WVBE policy and provisions of W. Va. Code governing public education; requirements for federal and state accountability, including the mandatory reporting of child abuse; federal and state mandated curriculum and assessment requirements, including multicultural

education, safe schools and the student code of conduct; federal and state regulations for the instruction of exceptional students, as defined by the Individuals with Disabilities Education Act; and varied approaches for effective instruction for students who are at risk.