

Attachment 1:

Notice to LEAs

West Virginia Informed LEAs of our intent to submit an ESEA Flexibility Request and solicited written feedback on our request using three primary methods.

First, in February 2012, the WVDE created a Google Site where we posted our initial request to the US Department of Education to seek a waiver from NCLB to freeze our Annual Measurable Objectives (AMOs) for Reading/Language Arts and Mathematics for the 2011-12 school year to those levels approved in West Virginia's Accountability Workbook for the 2010-11 school year. The link to this site was sent to West Virginia's 57 district superintendents with instructions that it be forwarded to all LEA staff for comment. Figure 1 below provides a screen capture of the website. Figure 2 provides a screen capture of the comment feature that was utilized to solicit LEA feedback. Attachment 2 includes all LEA comments received via this option.

Second, West Virginia established a public Google site for the West Virginia Accountability and Accreditation Stakeholder Advisory Committee (WV AASAC) to solicit comments and to provide access to continually updated information about West Virginia's ESEA Flexibility Request throughout its development. As described in the narrative of this request, the WV AASAC was made up of representatives from LEAs, schools, teacher organizations, institutions of higher education, legislators, and members of the WVBE and general public. Figures 3 through 5 provide screen captures of the information provided through this site.

Third, along with the general public, LEA staff including District Superintendents, Directors of Curriculum, Special Education Directors, County Test Coordinators, and all other LEA staff were invited to comment on draft versions of West Virginia's ESEA Flexibility Request at four times throughout the process of developing the narrative. Attachment 3 provides a series of screen captures illustrating this comment option and includes Table 1 which indicates to which groups the request for comments was sent. A link to this comment option was also provided on the West Virginia Department of Education Homepage. All comments received via this option are included in Attachment 2.

Figure 1. Website Created to Gather LEA Comments on West Virginia’s Decision to Request Flexibility from ESEA.

https://sites.google.com/a/wvde.k12.wv.us/nclb-waiver---lea-comments/

West Virginia Department of EDUCATION

NCLB Waiver - LEA Comments

Welcome

Please Enter Comments Here

Sitemap

Welcome

Dear County Superintendents,

The purpose of this notification is to provide you with an opportunity to comment on the NCLB waiver allowing West Virginia to freeze its Annual Measurable Objectives (AMOs) to the 2010-2011 school year percentages. We invite you to read the waiver request seeking temporary relief as West Virginia works toward crafting a comprehensive flexibility package. The U.S. Department of Education has designed the 1-year waiver with the corresponding requirements that will be submitted to Assistant Secretary Michael Yudin:

1. Adopt college- and career-ready standards in reading/language arts and mathematics.
2. Provide growth data on current students and students taught in the previous year to teachers in the state to inform instruction.
3. Identify and publish persistent achievement and graduation gaps within the state.

We welcome your feedback and look forward to reviewing your comments. LEA comments must be submitted to the U.S. Department of Education. Please do not hesitate to include your office staff during your review. **All comments are due by Friday, March 2, 2012.**

Sincerely,

Jorea M. Marple, Ed.D.

Attachments

- [Waiver Request Letter](#)
- [Achievement and Graduation Rate Gaps](#)
- Please click this link to provide comments: [Comments closed](#)

Link for LEAs to provide comments regarding their support or lack of support for West Virginia’s decision to seek Flexibility.

Links to provide LEAs with:

- 1. A copy of West Virginia’s Formal Request to US ED to Freeze AMOs to the levels approved in the 2010-11 Accountability Workbook to allow time to draft a request for flexibility from ESEA; and**
- 2. A copy of the current Achievement and Graduation Gaps for all Subgroups based upon the most recent assessment data available.**

Figure 2. Comment Option for LEAs Regarding West Virginia’s Decision to Request Flexibility from ESEA.

AMO Waiver LEA Survey [WVDE-CIS-59]

*** Required**

LEA/County Name: *

Please enter your comments in the text box below. Feel free to use as much space as necessary. *

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Figure 3. Website Created to Inform LEAs and Other Members of the West Virginia Accountability and Accreditation Stakeholders Advisory Committee.

The screenshot shows a web browser window with the URL <https://sites.google.com/a/wvde.k12.wv.us/accountability-and-accreditation-taskforce/home>. The page features the West Virginia Department of Education logo and the title "Accountability and Accreditation Taskforce". A navigation menu on the left includes "Home", "Announcements", "Files", and "Sitemap". The main content area is titled "Home" and contains the following text:

This site is dedicated to sharing information and resources for the West Virginia Board of Education Accountability and Accreditation Stakeholder Taskforce. Materials for all coverings will be posted to this site immediately following each session. In addition, working documents for review will be uploaded as they become available. Taskforce members will be notified as new items are posted.

If you have questions regarding information posted to this site, or if you have resources that you would like to share with other stakeholders via this site, please contact Robert Hull, Associate State Superintendent of Schools, at rhull@access.k12.wv.us

At the bottom of the page, there are links for "Recent Site Activity", "Report Abuse", "Print Page", "Remove Access", and "Powered By Google Sites".

Figure 4. WVAASAC Site Announcements Subpage

The screenshot shows a web browser window with the URL <https://sites.google.com/a/wvde.k12.wv.us/accountability-and-accreditation-taskforce/announcements>. The page features the West Virginia Department of Education logo and the title "Accountability and Accreditation Taskforce". A navigation menu on the left includes "Home", "Announcements", "Files", and "Sitemap". The main content area is titled "Announcements" and contains the following text:

The next meeting of the Accountability and Accreditation Taskforce will be held on Wednesday, August 29th via webinar beginning at 2:00 p.m. The purpose of the session will be to review the final draft of the flexibility request prior to submission on September 6, 2012. Access information for the webinar will be sent to all taskforce members via email and posted here as soon as they are finalized. If you are in the Charleston area and wish to participate face-to-face rather than electronically, please feel free to join us in room 603 of building 6 at the Capitol Complex.

An Executive Summary of the Flexibility Request has been prepared and shared with the WV Board of Education and the office Governor Earl Ray Tomblin. A copy may be found under the "Files" tab to the left. WVDE staff will be sharing the Executive Summary with the House Education Chair, the Senate Education Chair, and the Legislative Oversight Commission on Education (LOCE) on August 13 and 14, 2012. In addition, all members of the national congressional delegation will be provided copies of the Executive Summary and details of the flexibility request the week of August 13th as well.

Under the "Files" tab you will also find the first early version of the actual application document. This is an INCOMPLETE WORKING DRAFT and is to be considered a work in progress. There are sections yet to be written and/or fleshed out and many details to add in the days/weeks ahead. We will upload a revised second revised version of the document on Friday, August 17th that reflects next week's work; a third revised version on Friday, August 24th; and a fourth revised version on Wednesday, August 29th prior to the WV State Board meeting in the morning and the Taskforce meeting in the afternoon. If there are revisions needed after these meetings, a fifth revised version will be posted on Thursday, August 30th. Each of these versions will be posted on this site as well as the site outlined below. This will allow each Taskforce member to stay abreast of the development process.

The Executive Summary and an incomplete DRAFT version of the Flexibility Request has been posted on a public website in order to gather public input. All comments received via this website are required to be submitted along with the actual waiver documents on September 6, 2012. Please encourage all constituents that you represent to access this page at <http://wvde.state.wv.us/waiver/> and comment accordingly. Please note that this site will go live on Friday, August 10, 2012, and remain active through August 31st.

Thanks for your being part of this very important process. Your input and guidance have been invaluable. As always, please feel free to contact a member of the management with any questions you may have. We can be reached as follows:

Robert Hull - rhull@access.k12.wv.us
 Amelia Courts - amcours@access.k12.wv.us
 Juan O'Neil - jono@access.k12.wv.us
 Nore Hixon - nhixon@access.k12.wv.us

Below the text, there is a "Files" section showing a document titled "5.10.12 Email.docx (12K)" uploaded by Robert Hull on May 11, 2012 at 11:23 AM. There is also a "Comments" section with several entries:

- Robert Hull - Aug 10, 2012 7:52 AM: Please be reminded that the Accountability and Accreditation Taskforce will meet via webinar on Wednesday, August 29th at 2:00 p.m. to review the final flexibility request prior to submission on September 6, 2012. Access information for the webinar will be emailed to each member very soon. We look forward to speaking with you at that time. Thanks.
- Robert Hull - Aug 10, 2012 7:59 AM: All documents from the July 26th meeting have been posted on the "Files" page of this site for your review.
- Robert Hull - Aug 17, 2012 12:19 PM: Please note that Version 2.0 of the Flexibility Request has now been posted for your review. There are significant changes in Principle 1 and Principle 2. Principle 1 is nearly a final document and Principle 2 has undergone major additions but is still a work-in-progress. Principle 3 will still undergo major revision next week. Version 3.0 will be posted next Friday.
- Robert Hull - Aug 29, 2012 1:37 PM: Thanks to everyone that joined us on the webinar this afternoon. The PPT from that session has now been posted under the FILES tab. We will keep you updated via this site on the progress of the approval process. In the meantime updated versions of the document will be posted on the WVDE website for public comment.

At the bottom of the page, there is a text input field and an "Add comment" button.

Figure 5. WVAASAC Site Files Subpage

https://sites.google.com/a/wvde.k12.wv.us/accountability-and-accreditation-taskforce/files

Effect Size Calculator | WVDE Webmail | WVDE Achieve Repo... | West Virginia Depart... | Webtop | WVDE Employee Intra... | SurveyMonkey - Lo... | Google Docs - Home | RTI Reporting System | WVDE - Office of Re...

Accountability and Accreditation Taskforce

Home | Announcements | **Files** | Sitemap

Files

<input type="checkbox"/>	W Accountability Input Summary.docx	13k	v. 1	Aug 10, 2012 7:47 AM	Robert Hull
<input type="checkbox"/>	A Accreditation Handout Final.pdf	1114k	v. 1	Aug 10, 2012 7:47 AM	Robert Hull
<input type="checkbox"/>	A AGENDA 05.02.12 publisher.pub	107k	v. 1	May 4, 2012 12:50 PM	Robert Hull
<input type="checkbox"/>	A AGENDA 07.26.12 publisher.pdf	154k	v. 1	Aug 10, 2012 7:43 AM	Robert Hull
<input type="checkbox"/>	P BOE presentation 082912.pptx	2507k	v. 1	Aug 29, 2012 1:33 PM	Robert Hull
<input type="checkbox"/>	A Concursive Summary (for posting) - 081012.pdf	973k	v. 1	Aug 10, 2012 7:55 AM	Robert Hull
<input type="checkbox"/>	W Federal -State system.docx	33k	v. 1	Aug 10, 2012 7:47 AM	Robert Hull
<input type="checkbox"/>	A Management Plan.pdf	253k	v. 1	May 4, 2012 11:06 AM	Robert Hull
<input type="checkbox"/>	P Slides A 07.26.12.pptx	2987k	v. 1	Aug 10, 2012 7:46 AM	Robert Hull
<input type="checkbox"/>	P Slides B for 7.26.12.pptx	509k	v. 1	Aug 10, 2012 7:46 AM	Robert Hull
<input type="checkbox"/>	P Stakeholder Meeting 05-02-12 FINAL.pptx	2740k	v. 1	May 4, 2012 11:03 AM	Robert Hull
<input type="checkbox"/>	A Tomblin v Gainer final order - 2003.pdf	629k	v. 1	Aug 10, 2012 7:43 AM	Robert Hull
<input type="checkbox"/>	A WV esee-flexibility-request=6 (Version 1_0_081012).pdf	2061k	v. 1	Aug 10, 2012 12:40 PM	Robert Hull
<input type="checkbox"/>	A WV esee-flexibility-request=3 (Version 2_0_081712).pdf	1887k	v. 1	Aug 17, 2012 12:13 PM	Robert Hull
<input type="checkbox"/>	A WV esee-flexibility-request=3 (Version 3_0_082412) (2).pdf	2315k	v. 1	Aug 27, 2012 1:07 PM	Robert Hull

Comments

Attachment 2:

Comments on Request Received from LEAs
(and the general public)

Table 1 provides all comments received from LEAs via the Google site created to solicit feedback regarding West Virginia's Decision to seek Flexibility from ESEA. See Attachment 1 for more details of this process.

Table 1. Comments Received from LEAs Regarding West Virginia's Decision to Seek Flexibility from ESEA

Timestamp	Please enter your comments in the text box below. Feel free to use as much space as necessary.	LEA/County Name:
2/27/2012 14:52:21	I applaud the WVDE for submitting a wavier while the WVDE takes steps necessary to plan for the implementation of ESEA flexibility. I have reviewed the letter and attachments and feel that our State Department of Education is moving in the right direction.	Kanawha
2/27/2012 18:33:24	<p>On behalf of the Members of the Clay County Board of Education, and the Clay County Schools Staff, I fully support the WVDE request for an NCLB Waiver as specified in the letter from Dr. Jorea Marple, West Virginia State Superintendent of Schools.</p> <p>Kenneth Tanner, Superintendent Clay County Schools</p>	Clay County School/Clay County
2/28/2012 8:53:49	<p>On behalf of Ohio County Schools, I would like to enter this letter of support for the West Virginia Department of Education request for a waiver of section 1111(b)(2)(H) of the Elementary and Secondary Education Act of 1965 (ESEA) to permit West Virginia to use the same annual measurable objectives (AMOs) that West Virginia used for AYP determinations based upon assessments administered in the 2010-2011 school year to make such determinations for the 2011-2012 school year.</p> <p>This one-year waiver from escalating AMOs will allow all schools in Ohio County to continue to improve the quality of instruction, to utilize a balance of assessment data to monitor student learning and achievement, to provide reasonable and practical solutions for Ohio County's graduation rate, and to develop greater knowledge and understanding of student growth data among all teachers, principals, students, parents, and stakeholders in the district.</p> <p>In addition, the one-year waiver allows Ohio County Schools the opportunity to develop greater understanding of the Common Core Next Generation Content Standards and Objectives and to expand implementation of Next Generation CSOs without facing the negative consequences of the escalating AMOs and resulting AYP designation.</p> <p>Ohio County Schools fully supports the West Virginia Department of Education's request for the One-Year AMO Flexibility.</p>	Ohio
2/29/2012 21:55:36	<p>The WV Schools for the Deaf and the Blind supports the WV Department of Education's request for a waiver while it works to complete a comprehensive flexibility package. Our teachers will appreciate the absence of burdensome stress and anxiety associated with striving for higher AMOs in exchange for the opportunity for targeted focus on identified student needs.</p> <p>Dr. Lynn Boyer Superintendent</p>	West Virginia Schools for the Deaf and the Blind

Timestamp	Please enter your comments in the text box below. Feel free to use as much space as necessary.	LEA/County Name:
3/1/2012 9:08:53	Logan County Schools is in favor of the WVDE flexibility waiver and the AMO freeze. This allows for more of our schools to meet AYP and encourages teachers and students with a more reachable goal.	Logan
3/1/2012 10:53:57	Although, NCLB had the right goals in mind, the law's one size fits all approach has proven ineffective as a mechanism for accountability and, as a result, discouraged state efforts to improve student achievement and make progress in education. NCLB provides too simplistic a view of whether schools are meeting children's needs. The way NCLB measures proficiency is flawed because it fails to account for meaningful progress and improvement. The 2014 goal is statistically impossible to attain. We fully support the WVDE in their attempt to secure a waiver of this flawed piece of legislation.	Raleigh County
3/1/2012 11:08:16	On behalf of the Kanawha County Title I schools, I encourage the WVDE to select both waivers #2 and #3 as part of the application process. By doing so, Title I schools will be relieved of the stringent NCLB sanctions.	Kanawha
3/1/2012 12:59:17	Mingo County's central office directors and coordinators have carefully reviewed the information provided by Dr. Jorea Marple's office and the West Virginia Board of Education. Our questions and concerns following the February 24, 2012, webinar on the request for a waiver of section 1111(b)(2)(H) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, have been addressed in the documents provided. Mingo County Schools Local Education Agency supports this much needed waiver.	Mingo
3/1/2012 14:19:09	We commend the WVDE for requesting this waiver to give our schools a fighting chance. We too believe this allowance will increase the quality of instruction and thus improve the overall academic achievement by removing the pressure to meet the ever increasing AMO's. This waiver will provide our schools the opportunity to show growth on the WESTEST 2 and thus make AYP and be rewarded for their hard work.	Monongalia

Timestamp	Please enter your comments in the text box below. Feel free to use as much space as necessary.	LEA/County Name:
3/1/2012 15:00:07	<p>The Marion County Board of Education supports the West Virginia Department of Education's (WVDE) request to waiver section 1111(b)(2)(H) of the Elementary and Secondary Education Act of 1965 (ESEA). We understand this 1-year waiver will permit WV districts to use the 2010-2011 annual measurable objectives (AMOs) in determining AYP for the 2011-2012 school year.</p> <p>Seven of nineteen Marion County schools were identified for improvement under the 2010-2011 AMOs for AYP. If the current AMO-AYP trajectory is enforced - and the percent of students performing at the mastery and above level is the same in 2011-2012 as in 2010-2011 - all but one of Marion County's schools will be identified for improvement during the 2012-2013 school year. Although much effort has been devoted this school year to improving student achievement at the seven identified schools, the resources available to offer assistance are limited. The financial and personnel resources of Marion County would not be great enough to assist eighteen schools – each having unique issues relative to student performance.</p> <p>The Marion County Board of Education believes the U.S. Department of Education's requirements for granting the 1-year waiver have or will be met:</p> <ul style="list-style-type: none"> • WV students have college and career readiness standards in both reading/language arts and mathematics. A senior level course utilizing adaptive computer technology is offered to Marion County students who need better mathematics preparation for college entry-level courses or the workplace. A college and career readiness senior level reading/language arts course is being developed for implementation during the 2012-2013 school year. • Measures of annual performance growth by students will be available to school districts – including Marion County. A potential performance growth model developed by the WVDE Office of Assessment and Accountability has been reviewed by Marion County's Superintendent and curriculum staff. Given such a model, the teachers and administrators of the district believe they will be better informed when making instructional decisions. • The WVDE has identified the persistent achievement and graduation gaps that exist among WV's students. The Marion County Board of Education has the necessary data to identify the achievement and graduation gaps that are particular to Marion County students. We further agree to provide such data to the WVDE or to the U.S. Department of Education. <p>The Marion County Board of Education supports and agrees to provide assistance to the WVDE in its effort to seek ESEA flexibility. We believe the comprehensive flexibility package will permit our district to move forward with the implementation of the Next Generation Content Standards and Objectives (Common Core) as well as the development of a better accountability assessment program.</p>	MARION COUNTY
3/2/2012 15:02:58	<p>After listening to the information provided via the earlier communication and reading the waiver request to be submitted to the USDE, we fully support the waiver request. We believe that it is important, with the transition to the Common Core Standards, that our school administrators and teachers have the opportunity to make necessary adjustments in order to meet those</p>	Boone County

Timestamp	Please enter your comments in the text box below. Feel free to use as much space as necessary.	LEA/County Name:
	standards.	
3/2/2012 15:39:41	We support the NCLB Waiver. It is the right thing to do for our schools, our teachers, and our students. The elimination of using one accountability measure to "grade" schools will be a relief. The development of a meaningful accountability system using multiple measures makes sense and will give schools and school districts a clear picture of where they stand. We support the three key sections: college and career ready provisions, revision of the accountability system, and the revised teacher system. We especially support the development of an achievement model that provides teachers, students and parents growth data on student performance.	Berkeley County
3/2/2012 15:53:56	Brooke County supports the efforts of Dr. Jorea Marple in her quest to seek the NCLB waiver enabling West Virginia to freeze its Annual Measurable Objectives (AMOs) to the 2010-2011 school year percentages. Brooke County Educators understand that the waiver request seeks temporary relief as West Virginia works toward crafting a comprehensive flexibility package.	Brooke
3/5/2012 10:30:15	Excellent! Thank you, Dr. Marple, WVBOE and WVDE staff!	Grant

Table 2 includes all comments received from LEAs and the general public via the online comment option provided to gather feedback on West Virginia's plans for each Principle (See *Attachment 3 – Notice and Information Provided to the Public Regarding the Request* for more details about the online comment feature used in West Virginia).

Table 2. Comments Received from LEAs and the Public via the Online Comment Option

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
15-Aug	NAME REMOVED Sp. Ed Case Manager Upshur County School Buckhannon, WV	No Child Left Behind is a "pipe-dream". The fact that all students are to be on grade level by a certain date is an unreasonable expectation. All special education students are not going to be at the mastery level regardless of how fantastic the teacher or school system. If that could happen you would need a magic wand. We need to have realistic expectations with strong accountability. Tighten the ropes on some administration that allows less that competent educators in the classroom. Bring out all the stops to bring the lower-achieving students up to their maximum potential. To use a term no commonly adhered to in public education, get some common sense with our student, teachers and schools in general.
16-Aug	NAME REMOVED Principal Nicholas BOE Richwood WV	The No Child Left Behind Act is a joke, if you have a large cell size of special ed look out. Let us go with growth or improvement from one year to the next.
16-Aug	NAME REMOVED Ex. Director of Special Education Berkeley County Schools Martinsburg WV	I really believe that the whole Waiver will end up being just one more thing to add to the already burdensome mound of paper work. I thought the waivers were to give us relief. This will end up being just one even larger monitoring program. What we really need to do is get to the heart of the problem in education, finding, hiring and keeping good teachers. This applies to items 2 and 3. Thanks
16-Aug	NAME REMOVED Principal Kanawha County Schools, Nitro Elem. Nitro WV	I support the petition to grant a waiver to allow schools more time to concentrate on fully developing their plans to meet the requirements of NCLB.
16-Aug	NAME REMOVED PARENT FAIRVIEW WV	I do not believe in the no child left behind act. I think if a child is failing in certain areas they need to be held back if they cannot make the grade.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
16-Aug	NAME REMOVED Teacher Dunmore WV	<p>I am a special education teacher and I have many concerns about the upcoming demands with the new next generalizations CSO's will be putting on special education students. I am most familiar with the math curriculum and the demands of the upcoming math classes do not meet the needs of the students and the goals set forth in their IEP's. These students need math skills that will prepare them for life! They will not be using Trig/PreCal but now they will be required to take these classes. This will lead to frustration and will contribute to higher dropout rates among students with disabilities. I also have so many frustrations with the fact that the classes now are based on professional or skilled, we have always had students and will continue to have students who will go straight to the work place, to tell them they cannot choose that route is a slap in the face to many. So now if they are not professional they have to take a vocational pathway in something we offer that might not be a thing that they have any interest in or plan to pursue as a career. This is just not right.</p> <p>As a parent of an elm child I worry that my son is going to fall behind by the changes that the state of WV is making. They are going to be focusing on learning the changes and the quality of education is going to suffer.</p>
16-Aug	NAME REMOVED Principal Mercer County/ Bluewell School Bluefield WV	<p>I like how Acuity and WV Writes will gradually transition to the Next Generation standards. I believe this will prepare students and teachers for testing expectations for the future Smarter Balanced Assessment.</p> <p>In regard to the Pre-K through 2 assessment, it depends on the rigor. Yes, we need to know their levels for instructional purposes. However, we need to be careful about how much stress we put on young students. They may be tired of testing by the intermediate grades, which can lead to a lack of interest in education later on. How accurate will the assessment results be for students in grades Pre-K through 2?</p>

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
17-Aug	NAME REMOVED Assistant Principal Spring Valley High School Huntington WV	I am of the opinion that the No Child Left Behind Legislation is a failure. It sets goals that are frankly impossible.
17-Aug	NAME REMOVED Teacher AFT Huntington WV	<p>The goals for the lower functioning special education students are not appropriate for these students. We need to focus more on basic skills with them. 55 IQ should not be taking the Westest. They are moderately mentally impaired and are incapable of passing the Westest, just ask any Special Education college professor. When IDEA first started I had a severe to moderate classroom of students and many of them had jobs when they left high school. Most of them still have the same job or jobs or a similar type now, 18 years later. Due to the academic push with these students instead of teaching them functional skills, they no longer have jobs when they leave high school and are nonproductive citizens as adults.</p> <p>Also, professors on the college level in the area of child development should be consulted on the appropriate depth of knowledge level questions for the Westest. Questions on the Westest do not match the depth of knowledge skill level appropriate for the age of the child and makes it very difficult for them to succeed. It also causes frustration in all students, especially Special Education students. Abstract thought is not developed until at least middle school age and expecting elementary students to be able to use abstract thought is unattainable.</p>
17-Aug	NAME REMOVED teacher Wyoming County BOE Pineville WV	West Virginia needs additional time to plan for and deliver a program of study that meets and exceeds the demands of college and career readiness.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
17-Aug	NAME REMOVED 6th Grade Language Arts teacher Oak Glen Middle School New Cumberland WV	<p>In my opinion, Principle 1 is ambitious and well-written. Detailed explanations for how we will address our goal of preparing all of our students for college and career-readiness are evident. The Next Generation CSOs are definitely more rigorous, definitely in the middle and upper grade levels, and especially for special education students. Professional development is needed in order to implement these standards effectively, which this principle acknowledges. Some positives I have noted in this principle include: increase in professional development opportunities, much-needed textbook adoption for social studies and mathematics, and aligning ACUITY, WV Writes, and Teach 21 to Next Generation CSOs so teachers do not have to learn a new system considering we are already use to the format of these resources and teaching tools. Some things I think the WVDE should be aware of include the fact that some counties do not communicate PD opportunities to their staff. I am fortunate to live in a county that is great about passing along information from the WVDE, but I know some teachers who aren't as fortunate. Furthermore, if TLI is one of the only options for PD open to us, how will that work for counties who may adopt a balanced calendar, effectively year-round, when the PD opportunity is scheduled during the summer? Who will pay for subs for the counties who are under the balanced calendar to send teacher leaders to attend the PD? Finally, the new standards are much more rigorous and require us to prepare all children, regardless of disabilities, for college and career-readiness. This will require more professional development for general educators and special educators alike; however, in some counties general educators are shut-out of PD for special educators. This needs to be addressed because we have the responsibility of educating all children according the child's LRE, and children with special needs deserve to have general educators who are professionally trained and knowledgeable.</p>
17-Aug	NAME REMOVED teacher Lumberport Middle School Lumberport WV	Please support Principle one provisions.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
17-Aug	NAME REMOVED teacher Lumberport Middle School Lumberport WV	Please support all provisions in this policy!
17-Aug	NAME REMOVED	I can only hope that this change will liberate the children of this state from the "test". There is such a stifling crush to "teach to the test" that it seems our children all over the state are being prevented from learning and expressing themselves creatively. As a parent, it breaks my heart that so much emphasis is on one test. It's a good snapshot to have but it should not be the end-all, be-all.
17-Aug	NAME REMOVED Principal Melrose Elementary Princeton WV	It is very important for all involved to feel successful. At this rate, everyone will feel like a failure.
18-Aug	NAME REMOVED SPED Teacher Teacher Summersville WV	The No Child Left Behind has left so many children behind that our test scores are getting lower and there are more teachers putting their students on the APTA test just so they won't have to take the Westest. This is due to the fact that children are being left in the dark and are falling further behind.
20-Aug	NAME REMOVED Counselor Kanawha County Schools Charleston WV	Specific career guidance materials should be developed and adopted so that all students at each grade level will receive the same instruction.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
20-Aug	NAME REMOVED CTE Instructor John Marshall HS Glen Dale WV	All I ask is keep in mind that not all students aspire to be college graduates as statistics have shown. We need to gear our focus on industry and what it requires of our future workforce. A good way to do this is have ALL teachers of every subject have a workforce advisory committee. When developing curriculum, we need to ask ourselves "Can this be applied to industry?" If the answer is "No", then we need to ask what the relevance is. I realize there are key core classes--reading, writing, math-- that students should be proficient in. However, they should have mastered these core subjects by high school so that they can focus on career building classes. With that said, we need to ask why Perkins funding is being cut rather than increased.
20-Aug	NAME REMOVED Fairmont WV	Laws should only be changed by Congress. Allowing the Department of Education to grant waivers allows them to determine the measurements. I do not like the imbalance of power. We the people need to demand an overhaul of the law and then have on representative with our input develop the standards.
21-Aug	NAME REMOVED Teacher WV	Disagree with NO Child Left Behind.
22-Aug	NAME REMOVED Science Chair Hurricane High School Hurricane WV	I would love to see some emphasis on helping our children develop work habits that allow them to STAY in college...that said, this is an excellent initiative that presents us with an opportunity to REALLY HELP WV CHILDREN!

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
22-Aug	NAME REMOVED Principal Ritchie County Schools Pennsboro WV	We must look at directing services toward individual needs. From what I can tell, NCLB is expecting all students to meet the same requirements; regardless of what the student's needs may be. I see this separation toward individual needs during a student's 11th and 12th grade years, but by this time it is too late for many students. This separation of skill levels need to be more of a focus in the earlier grades, like around the 7th grade, in order for a student to get the basic skills needed; not just for college, but also for a vocational area or toward the workforce. I realize that the design of the current plan is meant for equal opportunities; but I feel that it is working the opposite effect by causing a separation of student abilities before some even start high school.
22-Aug	NAME REMOVED Counselor Weberwood Elementary School Charleston WV	The proposed access to AP courses sounds very fair to me, as well as being fair to the students! (And, giving them an excellent chance to compete with others in the world of academia and eventually the work force).
22-Aug	NAME REMOVED Principal Adult institutional Education Grafton WV	I like the proposal to move away from NCLB and use the guidelines mentioned for measuring student achievement and instructional practices throughout West Virginia. I look forward to reading the final draft before making additional comments.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
22-Aug	NAME REMOVED Teacher CCMS Clay WV	<p>The following is taken directly from the document. I found it difficult to follow and recognized many ways to reword the sentence to enhance comprehension (also a VERY long sentence). Who will provide? - and the first line seems poorly worded. ... Could read... "So and So will provide the SEA's college-career readiness transition and implementation plans by..." etc.</p> <p>Also is "an SEA" correct? "a SEA" seems more appropriate - unless the agency is what we are referring to and the State part doesn't matter. I understand we are asked for content comments but this paragraph bothers me :) Thanks!</p> <p>1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS</p> <p>Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled ESEA Flexibility Review Guidance for Window 3, or to explain why one or more of those activities is not necessary to its plan.</p>

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
23-Aug	NAME REMOVED Counselor Wyoming County Board Oceana WV	<p>As a former high school counselor and now elementary and middle school counselor, I can say it would be in the interest of the students and educators to waive testing. The reasons, in my opinion, are many; however, I will name a few that I have seen firsthand.</p> <p>As a high school counselor, I was responsible for all testing in the building. The first year I was in the high school setting, 3 years ago, I administered 9 tests. I was unable to work with the students one-on-one for any reason other than testing.</p> <p>The curriculum has been narrowed to such a point that each student is on the same pathway regardless of college bound students or vocational students. Educators are expecting students to pass Trigonometry in order to graduate even if they do not plan to attend high school. I agree we must prepare students to attend college, but not every student will need to take Trigonometry. As a result, the dropout rate sky rocketed because many students could not pass the math requirements. The curriculum should be more individualized rather than "lumping" the students in one category such as "college bound".</p> <p>I can mention at least 2 areas we have failed our students. As a parent, my youngest daughter was graduating high school and she could not address an envelope. I had to explain to her how to address her high school graduation announcements. My daughter could not balance a check book. In years past, when I graduated from high school, these were skills I knew. We must teach our students life skills as well as to be college bound students. The other area is with the use of technology. I am a fan of technology; however, calculators should not be used in mathematics. When my daughter graduated from high school, she could do Trigonometry on a calculator, but when she went to college, she forgot her multiplication tables, decimals, and how to work fractions because she was accustomed to using a calculator. The professors at her college did not allow the use of calculators. My daughter had to re-learn these skills.</p> <p>As a counselor, almost every student I work with has a parent or parents who are addicted to drugs. Many students are being raised by their grandparents.</p>

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
		<p>Many have lost a parent or both parents to drugs or their parents are incarcerated. How can we expect our children to come in our classrooms and sit in a seat to take a test when they may have had to witness a fight before they came to school?</p> <p>My hopes are that we get back to a more individualized way of teaching and we cannot do that if we are so concerned about the test.</p> <p>West Virginia has wonderful educators who only want the best for our students. I am so impressed with the things the state department has in the works for our students. Policy 4373 is an outstanding policy that I believe will help the students. We have much to be thankful for and proud of in our state. I enjoy my position and I enjoy working with the students. Let's get back to working with our students and preparing them for life beyond high school.</p> <p>Thank you for taking my thoughts into consideration.</p>
24-Aug	NAME REMOVED Principal WVDE/OAIEP WV	I support the state wide initiative to prepare our students (both K-12 and adult level) for college and career readiness futures. I believe this request will provide that common blend of postsecondary and career job related skilled employment opportunities for our students and our state.
25-Aug	NAME REMOVED Teacher/Parent Shady Spring Middle School Daniels WV	I am concerned about the AYP requirement regarding the % of HS graduates. Students who take more than 12 years to finish their graduate requirements or finish HS by completing their GED are not in the equation for the HS's APY. In fact, the school is penalized by not having those students not finish high school in 12 years. I feel that there should be flexibility in this matter. The effort a student and the teachers make to ensure the goal of graduation is achieved is being ignored and, in some cases, made to look like poor judgment instead of the persistence and financial responsibility.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
27-Aug	NAME REMOVED Principal NAESP/WVAEMSP/Winchester Avenue School Martinsburg WV	<p>The WV ESEA Waiver Proposal accurately reflects WV's efforts to increase the rigor and instructional methods to adequately prepare our students ((Pre-K through 12) for college and career readiness upon graduation.</p> <p>I did notice in the 'Public Involvement in the Development' of the request that the teachers' organizations were mentioned, but there is no mention of the Principals' Associations: West Virginia Association of Elementary and Middle School Principals (WVAEMSP) and the West Virginia Association of Secondary School Principals (WVASSP) that are the state affiliates of NAESP and NASSP respectively.</p> <p>I served on the task force for the development of the new Principal's Evaluation as a representative on the elementary principals' association.</p>
27-Aug	NAME REMOVED Teacher RLBMS Weston WV	No Child Left Behind was a failure from the start. Education Plans should be developed at the state level because History, Location, Economic Conditions, and other areas must be considered. I welcome the new approach.
28-Aug	NAME REMOVED Parkersburg WV	Principle 1 looks fine to me.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
29-Aug	WV Developmental Disabilities Council Charleston WV	<p>The WV Developmental Disabilities Council appreciates the opportunity to provide comments on the proposal for an ESEA Waiver. They are as follows.</p> <p>Principle 1: College-And Career-Ready Expectations for all Students The WV Developmental Disabilities Council (WVDDC) is pleased to see the intent to deliver special education services within the context of general education. The Council would like to see an increase in the percentage of students who are in general education for more than 80% of the day.</p> <p>The WVDDC is also pleased to see an emphasis being placed on strengthening the instructional expertise of special and general educators. Students with disabilities will improve as teachers improve their abilities to develop and modify curriculum to meet each child's needs. In this area, the Council would also like to see increased challenge in the curriculum and instructions for students with disabilities, since low expectations guarantee low results. The WVDDC commends the Board for its focus on students with severe cognitive disabilities and encourages all attempts to increase teachers' knowledge and expertise in technology options. Teachers' knowledge of options and expertise in tailoring technology to meet individual student need is crucial for the enhancement of the competencies of all students in general, and students with severe cognitive disabilities in particular.</p> <p>The WVDDC appreciates the focused attempts to prepare teachers to provide appropriate services to students with autism, and encourages the same focus on all students with significant disabilities.</p> <p>The WVDDC would also encourage more efforts to be made in the area of transition for all students with disabilities from high school to adult life, particularly to meaningful employment, and also including the exploration of opportunities for higher learning.</p> <p>The Council has worked closely with staff from the OSP over the past three years to modify curriculum for Career Technical Education (CTE) programs which would allow students with disabilities to obtain an Individualized Work Readiness Certificate (IWRC) in a program in order to obtain employment in</p>

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
		<p>the area for which they are qualified.</p> <p>The Council encourages the WVDE to accelerate its plans to formalize and clarify CTE program completion and compliance requirements for the IWRC. Questions regarding testing have resulted in reluctance on the part of some CTE programs to move forward with plans to modify curricula for students with developmental disabilities.</p> <p>The CTE IWRC program is recognized as a national model for employment and career training for students with developmental disabilities. The WVDDC would like to see the WVDE work to make this program available to students with developmental disabilities in each of the 55 counties, and will make available the technical assistance and support to begin the process of developing IWRC programs.</p>
29-Aug	<p>NAME REMOVED WVTESOL Board, Advocacy Representative WVTESOL (ESL teachers professional association) Charles Town WV</p>	<p>Assurances Section: How are ELLs and ESL teachers represented on the Committee of Stakeholders?</p> <p>Principle 1: For the Universal Design process and Teacher Leadership Institutes, what is the role/representation of ESL professionals?</p> <p>Are ESL teachers included in SPL training?</p> <p>"The Office of Special Programs and the Office of Assessment will address this challenge by assuring that students with disabilities including those who are English Language Learners (ELLs) have opportunities to access the curriculum ..." How? Planning for ELLs with special needs is a difficult area. Who will provide the expertise?</p> <p>Is SIOP training specifically part of the plan for all counties? Will the state fund it?</p> <p>Will Principals Training include training on ELLs? WVTESOL member comments indicate administrators more ELL training.</p> <p>How much ELL information will be incorporated in the Higher Ed Institutes?</p>

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
		WVTESOL members identified needs in this area.
31-Aug	NAME REMOVED ELL Teacher WVTESOL K-12 Board Member Berkeley Springs WV	<p>I appreciate that there is language that prioritizes college or job readiness. Every year these goals are part of my discussions with parents and students. Has it been considered that for ELL students who have not achieved ELP by the time they graduate, that there needs to be resources at the secondary level to help these students transition? West Virginia ELL students strive to go on to secondary education, but once there they do not always have support to help them continue their path to ELP.</p> <p>I am also concerned that the ACT and SAT exams do not allow portions of the test to be read; neither are they provided small group or lone testing rooms like students with IEPs. Some students have relied on the accommodations they have received on WESTEST and other assessments through their LEPs, but they are at a disadvantage when taking college exams. They do not have the accommodations they need.</p>

Attachment 3:

Notice and Information Provided to the Public Regarding the Request

West Virginia has solicited continuous two-way communication regarding the development of our ESEA Flexibility Request via an online comment option provided to stakeholders statewide at <http://wvde.state.wv.us/policies/esea.html>. West Virginia posted an extended executive summary of our request via this site in early August 2012 and provided the complete draft of our ESEA Flexibility Request at four week-long intervals for public comment. Version 1.0 was provided on August 10, 2012, Version 2.0 on August 17, 2012, Version 3.0 on August 24, 2012, and Version 4.0 on August 31, 2012. The site featured an embedded commentary feature whereby any member of the public or visitor to the site could provide input regarding the state's plan to address each principle included in the Request

The online comment option was promoted among every media outlet in West Virginia, sent to every Parent Teacher Association president, to all of the state's 25,000 teachers and representatives of West Virginia's major teacher organizations, to all county superintendents, chief instructional leaders, curriculum directors, special education directors, county test coordinators, to every county board member in our 55 county school districts, to student organizations, to the state's minority communities, to West Virginia law makers and statewide business organizations. The link was also sent to representatives from the WV Advisory Council for the Education of Exceptional Children, the WV Autism Training Center, and the WV Developmental Disabilities Council. Feedback from this online option is included in Attachment 2. All public comments were reviewed and appropriate items were incorporated into the final Request prior to submission. Figures 1 and 2 in this section provide screen captures illustrating the public comment option.

Table 1. Groups from Which West Virginia Solicited Feedback Using the Online Comment Option.

Group
WEST VIRGINIA PARENT TEACHER ORGANIZATION, PTA PRESIDENTS
PARENT EDUCATIONAL RESOURCE CENTERS
WEST VIRGINIA AFRICAN AMERICAN COMMUNITY
ENGLISH LANGUAGE LEARNERS COMMUNITY
HIGHER EDUCATION: EDUCATION COLLEGE DEANS; EDUCATION PREPARATION PROGRAMS
EDUCATION COMMUNITY, INCLUDING COUNTY SUPERINTENDENTS, TEACHERS, PRINCIPALS, CHIEF INSTRUCTIONAL LEADERS, MATH TEACHERS, SCHOOL NURSES, HEALTH AND WELLNESS TEACHERS, SCHOOL COUNSELORS, TEACHER LEADERSHIP INSTITUTE MEMBERS, MILKEN FAMILY FOUNDATION EDUCATORS, SPECIAL EDUCATION DIRECTORS, COUNTY TEST COORDINATORS, COUNTY PERSONNEL DIRECTORS, TRANSPORTATION DIRECTORS, SOCIAL STUDIES TEACHERS, CTE TEACHERS, CHILD NUTRITION DIRECTORS, SCHOOL FINANCE DIRECTORS
REGIONAL EDUCATIONAL SERVICE AGENCIES
WEST VIRGINIA SCHOOL BOARDS ASSOCIATION, COUNTY BOARD PRESIDENTS
WEST VIRGINIA DEPARTMENT OF EDUCATION STAFF
CENTER FOR PROFESSIONAL DEVELOPMENT
LOCAL SCHOOL IMPROVEMENT COUNCIL CHAIRS
FACULTY SENATE CHAIRS
WEST VIRGINIA LEGISLATURE
TEACHER UNIONS: WVEA, WVAFT, PROFESSIONAL EDUCATORS
SPECIAL EDUCATION COMMUNITY: WV ADVISORY COUNCIL FOR EDUCATION OF

EXCEPTIONAL CHILDREN, WEST VIRGINIA AUTISM TRAINING CENTER, WEST VIRGINIA DD PLANNING COUNCIL
STUDENT GROUPS: FFA, FBLA, 4H, STUDENT GOVERNMENT LEADERS
BUSINESS COMMUNITY: EDUCATION ALLIANCE, VISION SHARED
WEST VIRGINIA GOVERNOR'S OFFICE
NATIONAL CONGRESSIONAL DELEGATION

Furthermore, the site <http://wvde.state.wv.us/waiver/>, established in January 2012, served as a springboard for informing Local Education Agencies (LEA) of our decision to pursue a waiver to freeze West Virginia's Annual Measurable Objectives for reading/language arts and mathematics to the levels approved in the state's Accountability Workbook for the 2010 – 2011 school year and for general information on our broader ESEA Flexibility Request.

The remaining Figures in this section (Figure 3 through Figure 6) provide screen captures from this site.

Body of Email Inviting Comments:

SUBJECT: Seeking Comments

Dear Education Colleague,

The West Virginia Board of Education is requesting public comment on a proposal seeking relief from certain provisions of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act.

The flexibility request requires the West Virginia Department of Education to develop a rigorous and comprehensive plan designed to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction. Work on the request is being guided by the Accountability and Accreditation Stakeholder Committee, which includes representatives of the West Virginia Board of Education, county school superintendents, school principals, parents, teachers, teacher organizations and others.

Educators, parents and community members are encouraged to review and provide comment on the proposed flexibility request. The request can be viewed on the West Virginia Department of Education website at <http://wvde.state.wv.us/policies/esea.html>

The proposal will remain on public comment until Aug. 31. If approved by the U.S. Department of Education, the waiver would free West Virginia public schools from certain federal rules and deadlines to focus on improving learning and instruction.

Figure 1. Public Website Requesting Comments on West Virginia's ESEA Flexibility Request

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ESEA Flexibility Request

Summary

Under the leadership of the State Board of Education, and after consultation with teacher organizations, principals, superintendents, legislative leaders and the governor, the West Virginia Department of Education is proposing on behalf of our students, parents, leaders, schools and district staff and citizens of the state, a flexibility request of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act.

The flexibility request requires the West Virginia Department of Education to develop a rigorous and comprehensive plan designed to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction.

This page is a clearinghouse of documents related to this request and provides a place for the public to comment. As updates are made to the ESEA flexibility request documents, they will be posted to this page.

Please note this is an **incomplete working draft** and is to be considered a work in progress. There are sections yet to be written and/or fleshed out and many details to add in the days/weeks ahead. A revised second version of the document will be posted on Friday, August 17th; a third revised version will be posted on Friday, August 24th; and a fourth revised version will be posted on Wednesday, August 29th. A final and complete version will be posted on Thursday, August 30th. Please feel free to check back at these intervals to track the progress of this proposal.

Documents

[Draft Application \(Version 3.0, 08/24/12\)](#)

Public Comments

Click [here](#) to comment on Principle 1.
 Click [here](#) to comment on Principle 2.
 Click [here](#) to comment on Principle 3.

Link to Draft Version of ESEA Flexibility Request.

Updated on
 8/10/12,
 8/17/12,
 8/24/12, and
 8/31/12

Links for public to provide comments on West Virginia's proposed narratives for each of the three ESEA Reform Principles

Figure 2. Detailed View of Subpage Requesting Comment on ESEA Flexibility Request Narrative

wvde.state.wv.us/policies/onlinecomment.html?id=ESEA1&s=1

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NOTICE: Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.

ONLINE COMMENT FORM
ESEA Waiver - Principle 1

AntiSpam Measure
11 + 3 =

This is to prevent spammers from using computer software to submit spam on this form. If you don't answer this correctly we'll assume you are spamming and your comments will not be accepted.

Name:

Organization:

Title:

City:

State:

Select the Box that best describes your role:

Superintendent School System Staff

Parent/Family Principal

Teacher Business/Industry

Professional Support Staff Service Personnel

Community Member Higher Education Faculty

1 General.

Submit your Comments

Demographics and comments fields for public to submit comments on each Principle (Subpages were created For Principles 1 – 3. Principle 1 Screenshot provided as an example)

Figure 3. Press Release Regarding West Virginia’s Decision to Request Flexibility from the No Child Left Behind Act

<https://wvde.state.wv.us/news/2495/>

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West Virginia Pursues a Waiver From No Child Left Behind Legislation

Posted: February 27, 2012
CHARLESTON, W.VA. – It is the right thing to do for students. That is how the West Virginia Department of Education (WVDE) is describing its decision to file for a Flexibility Waiver to No Child Left Behind (NCLB).

The WVDE announced on Monday that it will seek a NCLB Flexibility Waiver. The waiver will provide West Virginia with the flexibility needed as it continues to implement the Next Generation Content Standards and Objectives, expand the Teacher Evaluation Pilot and establish a high-quality accountability system that values individual student academic growth and supports schools.

“We spent a lot of time working with our state Board of Education, teachers, parents and other education experts to determine if filing for the Flexibility Waiver to NCLB was the right thing to do for students,” said state Superintendent of Schools Joree Marple.
 “Without a waiver, West Virginia would be forced to continue to identify schools with inappropriate measures and labels. What we value in our education system is personalized learning. In other words, learning that engages students whether it’s the arts, world languages or career technical education, just to name a few. We also value student academic growth.”

While the writers of the NCLB had the right goals in mind, the laws’ one-size-fits-all approach has proven ineffective as a mechanism for accountability and, as a result, has discouraged state efforts to improve student achievement and make progress in education. For example, NCLB provides too simplistic a view of whether schools are meeting children’s needs. The way that NCLB measures proficiency is flawed because it fails to account for meaningful progress. NCLB evaluates schools based on whether students meet proficiency without regard to growth or improvement from year to year.

West Virginia fully expects that by 2014 no school in the state will meet the stringent NCLB requirement and therefore be labeled a failing school ultimately at risk of losing much needed federal funding. In addition, the U.S. Department of Education has been very clear that any state that does not apply or receive a NCLB waiver will be held fully accountable under NCLB requirements.

“We are already beginning the work to convene educators and other stakeholders to develop the components of the NCLB Flexibility Waiver and we expect to file the waiver by Sept. 6, 2012,” added Marple. “Filing for the waiver will allow our state to continue its work on crafting a thoughtful, fair and constructive state accountability system. In addition, we fully expect our state’s waiver to align with our state’s long-range education priorities and goals.”

The new accountability system will

- focus on assessing both student learning and growth, as well as the learning strategies employed in schools;
- build capacity in schools and districts to provide evidence of improvement and engage parents and communities as key stakeholders in the improvement process;
- provide differentiated identification and support systems; and
- implement data-driven changes in order to improve the learning of all students.

In addition to filing for the Flexibility Request, the WVDE will request from the federal government that the current NCLB Adequate Yearly Progress (AYP) targets are frozen for one year so that additional schools are not identified as failing.

For more information, visit <http://wvde.state.wv.us/waiver/> or contact the WVDE Communication Office at 304-558-2699.

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Link to Website created in February 2012 to provide facts, Questions and Answers, and a copy of the state’s formal request to US ED to freeze AMOs to 2010 – 11 levels while preparing an ESEA Flexibility Request.

Figure 4. Website Created in February 2011 to Provide Information to the Public Regarding West Virginia's Decision to Pursue Flexibility from ESEA.

The screenshot shows a web browser window with the URL wvde.state.wv.us/waiver/. The browser's address bar and tabs are visible at the top. The website header features the West Virginia Department of Education logo and a search bar. A navigation menu on the left lists various categories like Waiver, GLOBAL21, STATE BOARD, DEPARTMENT, EDUCATORS, PARENTS, STUDENTS, COMMUNITY, and DATA. The main content area is titled "No Child Left Behind Flexibility Waiver" and contains several paragraphs of text explaining the waiver, its purpose, and the state's expectations. A list of links is provided at the bottom of the main content area, with a red arrow pointing to the "Waiver Letter" link. The footer includes contact information for the West Virginia Department of Education and a list of topics.

Waiver

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No Child Left Behind Flexibility Waiver

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- provide differentiated identification and support systems; and
- implement data-driven changes in order to improve the learning of all students.

In addition to filing for the Flexibility Request, the WVDE will request from the federal government that the current NCLB Adequate Yearly Progress (AYP) targets are frozen for one year so that additional schools are not identified as failing.

Links

- [Waiver Facts](#)
- [Q and A](#)
- [Waiver Letter](#)

This webpage will be updated as more information becomes available.

West Virginia Department of Education
1900 Kanawha Boulevard East, Charleston, WV 25305
([Staff Page and Email by Name](#)) ([School Directory](#))

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For suggestions, questions, problems contact the [webmaster](#)
Please read our [disclaimers](#)

Links to:

Waiver Facts

Questions and Answers

West Virginia's Waiver Letter to US ED

Figure 5. Waiver Facts Subpage

wdve.state.wv.us/waiver/waiverfacts.html

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No Child Left Behind Flexibility Waiver

SUMMARY

Under the leadership of the State Board of Education, and after consultation with teacher organizations, principals, superintendents, legislators and the governor, the West Virginia Department of Education is submitting on behalf of our students, parents, leaders, schools and district staff and citizens of the state, our intent to request a Waiver of No Child Left Behind (NCLB) statute by September 6, 2012. This flexibility waiver will allow the state to take two significant steps to support the State Board goals and strategic priorities:

1. Craft a thoughtful, fair and constructive state accountability system. The new accountability system will focus on assessing both student learning and growth, as well as the learning strategies employed in our schools. It will build capacity in our schools and districts to provide evidence of improvement and engage parents and communities as key stakeholders in the improvement process. It will provide differentiated identification and support systems, and implement data-driven changes in order to improve the learning of all students.
2. Freeze West Virginia's annual measurable objectives (AMOs) under No Child Left Behind for one year. West Virginia will use the same AMOs for 2011-12 Adequate Yearly Progress (AYP) determinations as it used in the 2010-2011 school year. This will reduce the number of new schools that will be labeled inappropriately and forced to undertake improvement plans that are not necessary, warranted, or appropriate.

WAIVER EXPECTATION

The West Virginia Board of Education has made a deep commitment to support the learning of each child in our state. This commitment ensures that we create a high quality public education system that develops students who are healthy, responsible, self-directed and who have the knowledge and Global21 skills necessary for living satisfying and productive lives. In order to attain these goals, the Board is committed to several core actions that we will include in our Waiver request.

- First, we must continue to implement the Next Generation curriculum (Common Core State Standards) and assessment system that prepares students for college and careers, sets new targets for improving achievement among all students and focuses on helping students who need the most support.
- Second, the WVDE has worked with the Teacher Evaluation Task Force to design a revised educator evaluation system that is being piloted in 25 schools across the state. The revised system is based on multiple measures including classroom observation and student learning. It not only evaluates the performance of teachers but also provides meaningful results to inform data-driven professional development. Governor Earl Ray Tomblin recently introduced legislation which would expand the pilot in 2012-2013 and be fully implemented by 2013-2014. The Teacher Evaluation legislation is currently progressing through the legislative process. If enacted, it will strengthen West Virginia's efforts to secure the NCLB waiver.
- Finally, West Virginia is now approaching a critical juncture and must work to move beyond narrow criteria that define student and school success as it revamps its accountability system. Student academic growth is at the center of the updated accountability structure. In other words, how much has an individual student improved from the beginning of the school year to the end of the school year along with multiple measures that will provide a more comprehensive look at what school success really means.

WITHOUT A WAIVER

Without a Waiver, West Virginia will be forced to continue to identify schools with inappropriate measures and will not be allowed to focus on personalized learning for our students. Without a waiver, the state fully expects that by 2014 no schools will meet the stringent NCLB requirement and therefore be labeled a failing school ultimately at risk of losing much needed federal funding. In addition, the U.S. Department of Education has been very clear that any state that does not apply or receive a NCLB waiver will be held fully accountable under NCLB requirements. Applying for a waiver is the right thing to do for our students.

NEXT STEPS

We are already beginning the work to convene educators and other stakeholders to develop the components of the Flexibility Waiver. We will work aggressively to encourage full participation and meaningful communication as we develop a new accountability and improvement system.

Figure 6. Waiver Questions and Answers Subpage.

wvde.state.wv.us/waiver/qanda.html
 Size Calculator WVDE Webmail WVEIS Achieve Repo... West Virginia Depart... Webtop WVDE Employee Intr... SurveyMonkey - L



- Waiver
- GLOBAL21 ▾
- STATE BOARD ▾
- DEPARTMENT ▾
- EDUCATORS ▾
- PARENTS ▾
- STUDENTS ▾
- COMMUNITY ▾
- DATA ▾

Other WVDE sites ▾

No Child Left Behind Flexibility Waiver

QUESTIONS AND ANSWERS

Q: Why are you proposing an accountability system in addition to the Waiver?
 A: The Waiver application requires each state to describe its plans for a robust and meaningful accountability system. We believe that it is important to be clear about the role an accountability system plays. The goal is not about labeling a school as good or bad. Its value is in helping all schools, wherever they are, to improve. The system should be about generating valuable information that can be used to make improvements. Similarly, we never label schools as "failing," as it's a stigmatizing moniker that's insufficient in providing a balanced picture about a school's performance.

Q: Why not just go for the waiver request now and improve the accountability system later?
 A: We need an integrated and meaningful federal and state accountability system that complement one another. This is our state's opportunity to take our time, involve a wide variety of people and get it right as we simultaneously construct a new way of teaching, assessing, and honoring students' unique talents, interests, and abilities.

Q: Why hold the proficiency targets flat for a year? How does that help?
 A: It does two things: it will reduce the number of new schools that will be labeled "not making progress." And, because of that, fewer schools will be forced to undertake improvement plans that are not necessarily warranted, or appropriate.

Q: What's unfair and unrealistic about the No Child Left Behind system?
 A: The basic concept of NCLB is good: all students should make progress, not just some. It is imperative that schools find a way to support all students in learning the skills and knowledge they need to be successful in college, careers, and civic life by delivering a broad yet personalized curriculum. Unfortunately, the accountability measures in No Child Left Behind have forced teachers and schools to focus on "teaching to the test," at the expense of other content areas and skill sets. In addition, the system places far too much emphasis on a single statewide summative assessment. While standardized testing should play a role in measuring progress by students, teachers, schools and states, it is only one measure. Furthermore, No Child Left Behind measures this year's students in a grade against last year's students in the same grade. But they are not the same kids. There is national consensus now that what is needed is to focus on student growth by examining a student's prior performance to determine whether they are improving enough to be considered ready for college and careers. That is, a student might be two years below reading level at the beginning of third grade, and only one year behind by the time he or she reaches fourth grade. While that student is still behind, he or she made two years' progress in one year. That should count in favor of the student's teacher and school, not against. It is a more useful assessment of how the school is doing and where improvements can be made.

Q: So what would be in West Virginia's new accountability and improvement system?
 A: We are already making plans to convene educators and others to help develop the new system. A few elements seem likely:

- Student achievement will be measured by a growth model, not by comparing this year's students with last year's students.
- There will still be an expectation that schools must work to close gaps among groups of students, especially those most at risk, including low-income students, students with disabilities, and English Language Learners.
- High performing schools will be recognized, and lower-performing schools — by the new measures — will be identified, but not stigmatized, and plans will be put in place to help them improve. This is about helping to improve school success and student learning; we can only do that by working together. "Blame and shame" is not conducive to positive collaboration.
- School districts will have more flexibility in developing improvement plans, rather than having set requirements that make sense in some places and not in others.

Q: So, are West Virginia schools really doing OK and No Child Left Behind just had it all wrong?
 A: No. Like the rest of the country, far too few of West Virginia's students are proficient in reading, math, writing and science.

Q: How can I stay informed about, and even get involved in, developing a new accountability and improvement system?
 A: You can learn more about the initiatives by reading the West Virginia Board of Education's Strategic Plan <http://wvde.state.wv.us/boardgoals/> and by visiting <http://wvde.state.wv.us/waiver/>.

Attachment 4

Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process

1. Board Minutes from the May 12, 2010 meeting of the WVBE unanimously approving adoption of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and the Common Core State Standards for Mathematics.
2. Board Minutes from the January 12, 2011 meeting of the WVBE unanimously approving a schedule of adoption for the Common Core State Standards
3. Informational Update provided to the WVBE on January 2011 titled, "*Update on Common Core State Standards Implementation.*" Referred to as "Attachment L" in January 12, 2011 meeting minutes.

MINUTES
WEST VIRGINIA BOARD OF EDUCATION
Board Conference Room
Capitol Building 6, Room 353
1900 Kanawha Boulevard, East
Charleston, West Virginia
May 12, 2010

I. Call to Order

President Priscilla M. Haden called the meeting of the West Virginia Board of Education (WVBE) to order at 12:30 p.m. on May 12, 2010, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Delores W. Cook, Michael I. Green, Burma Hatfield, Lowell E. Johnson, L. Wade Linger Jr., and Gayle C. Manchin, and ex officio Steven L. Paine, State Superintendent of Schools. Members absent were ex officios Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

II. Approval of Agenda

Upon motion by Ms. Phillips, seconded by Ms. Hatfield, the Board unanimously approved the agenda.

**III. Initial Individual School Education Performance Audit Report
for Brooke High School, Brooke County**

Dr. Kenna R. Seal, Director, Office of Education Performance Audits (OEPA), reported that an announced on-site review (five days in advance) was conducted at Brooke High School on March 24, 2010. Ms. Mary K. Harvey DeGarmo, Superintendent, Brooke County Schools, addressed the Board regarding the audit report.

Upon the recommendation of Dr. Seal and a motion by Ms. Phillips, seconded by Mrs. Cook, the Board unanimously directed that Brooke High School revise its Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment A.)

**IV. Initial Individual School Education Performance Audit Report for
Oak Glen Middle School, Hancock County**

Dr. Seal reported that an announced on-site review (five days in advance) was conducted at Oak Glen Middle School on March 25, 2010.

Upon the recommendation of Dr. Seal and a motion by Dr. Johnson, seconded by Mr. Dunlevy, the Board unanimously directed that Oak Glen High School revise its Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment B.)

**V. Initial Education Performance Audit Reports for
Roane County School District and Geary Elementary/Middle School,
Reedy Elementary School, Spencer Elementary School,
Walton Elementary/Middle School, Spencer Middle School
and Roane County High School**

Dr. Seal reported that announced on-site reviews (five days in advance) were conducted at the Roane County School District, Geary Elementary/Middle School, Reedy Elementary School, Spencer Elementary School, Walton Elementary/Middle School, Spencer Middle School and Roane County High School on March 31 and April 1, 2010. The OEPA conducted the reviews which concentrated on student, school and school system performance and progress. The reviews also consisted of resource evaluation. Dr. Johnson requested an update regarding Geary Elementary/Middle School be provided at the June meeting, whereupon, Mr. Chuck Heinlein, Executive Director, WVDE Office of Organizational Effectiveness and Leadership, addressed the Board and indicated that the WVDE will be visiting Roane County's three lowest performing schools in the fall. Dr. Johnson requested that, at the June meeting, school counselor responsibilities be revisited.

Upon the recommendation of Dr. Seal and a motion by Mr. Dunlevy, seconded by Ms. Phillips, the Board, with eight members voting yes, and one member, Dr. Johnson, voting no, directed that Roane County School District and its schools revise the Five-Year Strategic Plans within 30 days and correct the findings noted in the reports by the next accreditation cycle. (Copy appended to Official Minutes, Attachment C.)

**VI. West Virginia Secondary School Activities Commission
Series 2, Athletics, Provisions Governing Eligibility, and
Series 3, Provisions Governing Contests**

Mr. Gary Ray, Executive Director, West Virginia Secondary School Activities Commission (WVSSAC), presented WVSSAC Series 2 and 3 for the Board's consideration. Proposed changes include adding clarification to existing rules, making rule statements consistent with other sports and clarifying the length of quarters for middle and 9th grade teams.

Upon motion by Mr. Dunlevy, seconded by Ms. Phillips, the Board unanimously approved WVSSAC Series 2, at sections 7.2.1 and 7.2.5, and Series 3, at sections 19.1, 21.1, 23.2.1, 23.9.2, 23.9.9 and 26.1 for placement on public comment for 30 days. (Copy appended to Official Minutes, Attachment D-1 and D-2.)

VII. Break

President Haden called for a break at 1:50 p.m.

VIII. Call to Order

President Haden called the meeting back to order at 2:05 p.m.

IX. Common Core Standards K-12

Ms. Carla Williamson, Executive Director, WVDE Office of Instruction, presented Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Common Core State Standards for Mathematics for alignment with West Virginia's 21st Century CSOs and resources with implementation to occur Fall 2011 for the Board's consideration.

Upon motion by Dr. Johnson, seconded by Mrs. Manchin, the Board unanimously approved the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Common Core State Standards for Mathematics for alignment with West Virginia's 21st Century CSOs and resources with implementation Fall 2011. (Copy appended to Official Minutes, Attachment E-1 and E-2.)

X. Policy 2422.7, Standards for Basic and Specialized Health Care Procedures

Ms. Rebecca King, Coordinator, WVDE Office of Healthy Schools, presented Policy 2422.7 for the Board's consideration. The Basic and Specialized Health Care Procedure Policy and the accompanying Procedures Manual for West Virginia Public Schools outline the safe standard of care for performing and delegating health care procedures during curricular and co-curricular activities. W. Va. Code §18-5-22 requires the regular convening of the Council of School Nurses for the purpose of reviewing and recommending additions and revisions to the Procedure Policy and Manual.

Upon motion by Mrs. Cook, seconded by Ms. Phillips, the Board unanimously approved Policy 2422.7 for placement on public comment for 30 days. (Copy appended to Official Minutes, Attachment F.)

**XI. Policy 2520.19, 21st Century Advisor/Advisee 5-12
Content Standards and Objective for West Virginia Schools**

Mr. Heinlein presented Policy 2520.19 for the Board's consideration. Policy 2520.19 was revised to include standards, objectives and performance indicators for grades 5-8 which are aligned with national career transitions and school improvement initiatives.

Upon motion by Mr. Dunlevy, seconded by Ms. Phillips, the Board unanimously approved Policy 2520.19. (Copy appended to Official Minutes, Attachment G.)

XII. Policy 3233, Establishment and Operation of Regional Education Service Agencies

Ms. Betty Jo Jordan, Executive Assistant to the State Superintendent, presented Policy 3233 for the Board's consideration. Policy 3233 was revised to implement the recommendations of the RESA stakeholders group and to remove attachments from the policy. The previous policy attachments will become part of a guidance document.

Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously approved Policy 3233, as amended, effective July 1, 2010. (Copy appended to Official Minutes, Attachment H-1 and H-2.)

XIII. Policy 5800, Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders

Ms. Lydia McCue, Special Assistant, State Superintendent's Office, presented Policy 5800 for the Board's consideration. The West Virginia Collaborative for Leadership Development and Support worked for 18 months to develop leadership standards and a Master Plan for leadership improvement. The adoption of these new standards is the foundational step in the implementation of the collaborative work. Dr. Johnson requested that, at a future revision, the policy be more specific with regard to the school principal and ancillary services. Ms. McCue responded that a policy guidance document, to be distributed with Policy 5800, addresses Dr. Johnson's concern.

Upon motion by Dr. Johnson, seconded by Ms. Hatfield, the Board unanimously approved Policy 5800, as amended, effective July 1, 2010. (Copy appended to Official Minutes, Attachment I.)

XIV. Approval of Teacher Preparation Program at Wheeling Jesuit University

Ms. Lori Wiggins, Executive Director, WVDE Office of Professional Preparation, presented a teacher preparation program at Wheeling Jesuit University, approved by the Educator Preparation Program Review Board (EPPRB), for the Board's consideration.

Upon motion by Mrs. Manchin, seconded by Mr. Dunlevy, the Board unanimously approved the Educational Leadership program leading to an initial administrative licenses endorsed for principal and supervisor of instruction, PreK-Adult and superintendent, submitted by WJU with the understanding that once the leadership standards are adopted into policy and a timeline by which administrator preparation programs are to realign to the new standards that WJU will be required to align its program to the established standards. (Copy appended to Official Minutes, Attachment J.)

XV. Elementary Education Program at West Virginia University

Ms. Wiggins presented, for the Board's information, an educator preparation program at West Virginia University (WVU) that would lead to licensure for a Professional Teaching Certificate endorsed for Elementary Education. The EPPRB is waiting for the authorization from the WVU Board of Governors which is scheduled to meet on June 4, 2010. Once the Board of Governors authorizes the

program to be offered at WVU, the EPPRB will make a recommendation to the WVBE at the June meeting.

XVI. Future Meetings

The next regular meeting of the Board will be held May 13, 2010, in Charleston, West Virginia.

XVII. Adjournment

President Haden declared the meeting adjourned at 2:42 p.m.

Minutes approved by the Board on June 9, 2010.

MINUTES
WEST VIRGINIA BOARD OF EDUCATION
Board Conference Room
Capitol Building 6, Room 353
1900 Kanawha Boulevard, East
Charleston, West Virginia
January 12, 2011

I. Call to Order

President Priscilla M. Haden called the meeting of the West Virginia Board of Education (WVBE) to order at 12:30 p.m. on January 12, 2011, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Michael I. Green, Lowell E. Johnson, L. Wade Linger Jr., Gayle C. Manchin, William M. White and ex officios John T. Mattern, State Superintendent of Schools, and Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission. Student representative in attendance was Lexi Miller of Vienna, West Virginia, who attends Parkersburg High School (Wood County). Members absent were Burma Hatfield and ex officio James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

II. Recognitions

President Haden presented the 2010 *Paul J. Morris* Character Educator of the Year Award to Ms. Deb Austin Brown, communications center teacher at Alban Elementary in Kanawha County.

Ms. Liza Cordeiro, Executive Director, WVDE Communications Office, presented *Global21 Moments*, spotlighting Gilmer, Kanawha, and Logan County Schools for the Board's information.

III. Delegations

Mr. Dan Matheny (distributed information), Ms. Brenda Troitino and Mr. Thomas Brown, citizens of Fayette County, addressed the Board regarding the proposed closure of Mount Hope High School. Mr. Michael Martin, Mayor (distributed information), City of Mt. Hope, and Reverend Matthew Watts (distributed information), President and CEO, HOPE Community Development Corporation, addressed the Board regarding potential uses for the Mount Hope High School building/property. (Copy appended to Official Minutes, Attachment Q.)

IV. Approval of Agenda

Upon motion by Dr. White, seconded by Dr. Johnson, the Board unanimously approved the agenda.

V. Middle College Dropout Prevention Program

Mr. George S. Krelis (distributed information), Superintendent, Dr. Dianna Vargo, Assistant Superintendent, Ohio County Schools, and Mr. Alfred N. Renzella, Superintendent, Marshall County Schools, provided information to the Board regarding a middle college initiative that serves as a dropout prevention program. It was requested that the Board make this a legislative initiative and that it be used as a model for statewide use. Superintendent Mattern reported that legislation is being written to support the Governor's education initiative to specifically address dropout prevention. Dr. Johnson questioned the use of community colleges as an avenue to provide alternative programs; RESAs were also mentioned as possible providers. By consensus, the Board endorsed the middle college dropout prevention program. (Copy appended to Official Minutes, Attachment R.)

VI. Initial Individual School Education Performance Audit Report for Gilmore Elementary School, Jackson County

Dr. Kenna R. Seal, Director, Office of Education Performance Audits (OEPA), reported that an announced on-site review (five days in advance) was conducted at Gilmore Elementary School November 4, 2010. Mr. Blaine C. Hess, Superintendent of Jackson County Schools, addressed the Board regarding the audit findings.

Upon the recommendation of Dr. Seal and a motion by Mr. Dunlevy, seconded by Ms. Phillips, the Board unanimously directed that Gilmore Elementary School revise its Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment A.)

VII. Break

President Haden called for a break at 2:05 p.m. Chancellor Noland joined the meeting.

VIII. Call to Order

President Haden called the meeting back to order at 2:24 p.m.

IX. Initial Individual School Education Performance Audit Reports for Flinn Elementary School and Watts Elementary School, Kanawha County

Dr. Seal reported that announced on-site reviews (five days in advance) were conducted at Flinn Elementary and Watts Elementary Schools November 8-9, 2010. Ms. Jane Roberts, Assistant Superintendent, Kanawha County Schools, Ms. Evelyn Haynes, Principal, Watts

Elementary, and Ms Beth Ann Scott, Principal, Flinn Elementary, addressed the Board regarding the audit reports. Mr. Linger joined the meeting.

Upon the recommendation of Dr. Seal and a motion by Dr. Johnson, seconded by Mr. Green, the Board unanimously approved Flinn Elementary School's report and directed that Watts Elementary School revise its Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment B.)

**X. Initial Individual School Education Performance Audit Report
for McNinch Primary School, Marshall County**

Dr. Seal reported that an announced on-site review (five days in advance) was conducted at McNinch Primary School November 18, 2010.

Upon the recommendation of Dr. Seal and a motion by Mr. Green, seconded by Ms. Phillips, the Board unanimously directed that McNinch Primary School revise its Five-Year Strategic Plan within 30 days and correct findings noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment C.)

**XI. Initial Individual School Education Performance Audit Report
for Sistersville Elementary School, Tyler County**

Dr. Seal reported that an announced on-site review (five days in advance) was conducted at Sistersville Elementary School November 17, 2010.

Upon the recommendation of Dr. Seal and a motion by Mr. Dunlevy, seconded by Mrs. Manchin, the Board unanimously directed that Sistersville Elementary School revise its Five-Year Strategic Plan within 30 days and correct findings noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment D.)

XII. Capacity Building for Low Performing Schools

Mr. Chuck Heinlein, Executive Director, WVDE Office of School Improvement, provided a brief summary of support services provided to Keyser High School (Mineral County), the Mason County School District, and the West Virginia Schools for the Deaf and the Blind.

XIII. Consent Agenda

President Haden requested that *Consent Agenda* items *B.1. Amendment and Closure - Fayette County Comprehensive Educational Facilities Plan (CEFP)* and *B.4. Waivers of West Virginia Board of Education (WVBE) Policies and Regulations, Superintendent Interpretations and State Statutes and Legislative Rules*, be removed from the *Consent Agenda* for discussion and action to immediately follow the approval of the *Consent Agenda*. Upon motion by Dr. Johnson, seconded by Mrs. Manchin, the Board unanimously approved the *Consent Agenda* as amended. (Copies appended to Official Minutes, Attachments E, G and H.)

- Meeting minutes of December 8, 2010 (Attachment E)
- Amendment to the Hardy County Ten Year (2010-2020) Comprehensive Educational Facilities Plan to include the installation of 1,000 L. F. of 6" water line to tie into the East Hardy Early/Middle School and East Hardy High School. It also includes a provision for the installation of a water service pipe riser and a sprinkler system at East Hardy High School. (Attachment G)
- Closure of Harts Intermediate and Harts Primary Schools, effective at the end of the 2010-2011 school year, as approved in the Lincoln County Ten Year (2010-2020) Comprehensive Educational Facilities Plan (Attachment H).

**XIV. Amendment and Closure - Fayette County
Comprehensive Educational Facilities Plan (CEFP)**

President Haden requested Dr. Dwight Dials, Superintendent of Fayette County Schools, and Mr. Leon Ivey, member of the Fayette County Board of Education, address the Board regarding the Fayette County Board of Education's request to amend its Ten Year (2010-2020) Comprehensive Educational Facility Plan to include the closure of Mount Hope High School and the reassignment of the 5th grade students from Mount Hope High School to Mount Hope Elementary School and the 6th-8th grade students from Mount Hope High School to Collins Middle School. Dr. Jorea Marple, Deputy State Superintendent of Schools, addressed the Board regarding a plan of action for the repurposing of Mount Hope High School should it be closed. Discussion ensued regarding the proposed closure, reassignments and repurposing of Mount Hope High School should it be closed. Concern was issued that a comprehensive plan of action be in place prior to the closure of a facility in order that an orderly transition occur. Superintendent Dials indicated that immediate action would be taken with regard to a comprehensive plan of action for the repurposing of Mount Hope High School should the facility be closed.

Following discussion, Mr. Dunlevy called for the question. Upon motion by Dr. Johnson, seconded by Ms. Phillips and unanimously carried, the Board approved the closure of Mount Hope High School and the reassignment of the 5th grade students from Mount Hope High School to Mount Hope Elementary School and the 6th-8th grade students from Mount Hope High School to Collins Middle School. (Copy appended to Official Minutes, Attachment F.)

**XV. Waivers of West Virginia Board of Education (WVBE)
Policies and Regulations, Superintendent Interpretations
and State Statutes and Legislative Rules**

President Haden requested that Ms. Betty Jo Jordan, Executive Assistant to the State Superintendent, provide clarification regarding the countywide waiver request from Marshall County Schools.

Upon motion by Ms. Phillips, seconded by Dr. Johnson and unanimously carried, the Board approved the two requested waivers of WVBE policy. (Copy appended to Official Minutes, Attachment I.)

XVI. Break

President Haden called for a break at 3:28 p.m.

XVII. Call to Order

President Haden called the meeting back to order at 3:41 p.m. and requested that: 1) Dr. Marple provide (and she complied) information regarding the Globaloria presentation (due to weather issues, Governor Caperton was unable to attend the meeting); and 2) *New Business* item A. *West Virginia School Service Personnel Employee of the Year Award Program* be taken up prior to *Board Reports*.

**XVIII. West Virginia Board of Education
School Service Personnel Employee of the Year Award Program**

Mr. Keith Burdette (distributed information), Executive Director, WVDE Office of Human Resources, and Ms. Jackee Long, President, West Virginia School Service Personnel Association (AFT-WV), presented a proposed West Virginia Board of Education School Service Personnel Employee of the Year Award Program for the Board's consideration. The WVDE, the West Virginia School Service Personnel Association, and West Virginia Education Association, sought the endorsement of the WVBE to implement a School Service Personnel Employee of the Year Award Program. The program will recognize the contributions of education support personnel to their schools and communities and honor those who have demonstrated exceptional skill and dedication in the performance of their jobs. Finalists for the award would be selected from county nominees and the winner would be announced at a future meeting of the WVBE.

Upon motion by Mrs. Manchin, seconded by Dr. White, the Board unanimously endorsed the West Virginia Board of Education School Service Personnel Employee of the Year Award Program. (Copy appended to Official Minutes, Attachment J and addendum.)

XIX. Board Reports

Legislative Committee (*Committee of the Whole*). President Haden provided information regarding the committee meeting that took place on December 22 and reported that, as a result of the meeting, a letter has been issued to Governor Tomblin for his consideration in advance of the legislative session. The committee received information regarding the budget and issued support for the technology plan, raising the funding cap for RESAS, and a pay raise for teachers. The Board's Professional Development Committee will meet January 13 to receive information and discuss essential planning time for 21st century instruction and learning. It was requested that a legislative update be provided to the Board at its February meeting.

Common Ground: Education and the Military Committee. President Haden provided a brief overview of the January meeting; agenda topics included legislative action on a bill for the Interstate Compact for Children of Military Families and expression of interest from the Governor's Office regarding the Interstate Compact, development of Memorandum of Understanding with WVDE and branches of the military, creation of a database for schools, and communication plan. President Haden stated that information regarding Project PASS will be presented to the Board at a future meeting. President Haden requested that Dr. Amelia Courts (distributed information), Assistant State Superintendent, Division of Educator Quality and Student Support, provide an update regarding educator evaluation. (Copy appended to Official Minutes, Attachment S.)

Local School Improvement Council (LSIC) Committee. Mrs. Manchin provided a brief overview of the January 11 meeting; agenda topics included school responses to a proposed LSIC PowerPoint for the LSIC webpage, update on resource/module development, report on collection of LSIC chair information and next steps.

Secondary School Redesign Committee. Ms. Phillips provided a brief overview of the January 12 meeting; agenda topics included Review of Proposed Process and Timeline for Implementation of the Secondary School Redesign Model and Presentation to WVBE on February 9, 2011.

Board Member Reports. President Haden attended a School Building Authority meeting, AP honors event, RESA 5 meeting. Chancellor Noland issued his thanks to the Department's technology staff for assistance provided to his office over the past couple of months.

**XX. Designation of Recommended Applicants as
Education Innovation Zones per Policy 3236**

Dr. Johnson (distributed information) reported that the committee reviewed 26 applications and presented the committee's recommendations (13 applications) for the Board's consideration for Innovation Zone status. Mr. Linger reported that the committee approved Braxton County's implementation plan with funding provided from the previous year. Dr. Johnson stated that it is the consensus of the committee that funding is needed for implementation.

Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously approved the committee's recommendations and granted Innovation Zone status to the applicants found in the attachment. (Copy appended to Official Minutes, Attachment K.)

XXI. Recess

President Haden recessed the meeting at 4:33 p.m. and announced that the meeting would reconvene on January 13, 2011, at 9:00 a.m. in the same location.

XXII.**Reconvene**

President Haden reconvened the meeting of January 12, 2011, at 9:00 a.m. on January 13, 2011, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Michael I. Green, Lowell E. Johnson, L. Wade Linger Jr., Gayle C. Manchin, William M. White and ex officio John T. Mattern, State Superintendent of Schools. Student representative in attendance was Lexi Miller of Vienna, West Virginia, who attends Parkersburg High School (Wood County). Members absent were Burma Hatfield ex officios Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

XXIII.

**Approval of Lease/Purchase Agreement for
Replacement of HVAC Units on behalf of Fayette County Schools**

Ms. Heather L. Deskins, general counsel for the WVDE and WVBE, presented a lease/purchase agreement for replacement of HVAC units on behalf of Fayette County Schools for the Board's consideration. This lease/purchase agreement will finance new 35 ton and 60 ton replacement HVAC units for Fayetteville Institute of Technology due to failures of the existing 37-year old units. Terms are \$490,726 payable over ten years at 4.45% interest with a monthly payment of \$5,073.99.

Upon motion by Ms. Phillips, seconded by Mr. Dunlevy, the Board, with seven members voting yes and one member, Dr. White, voting no, approved the lease/purchase agreement for replacement of HVAC units on behalf of Fayette County Schools with the stated terms of repayment. (Copy of signed resolution appended to Official Minutes, Attachment T.)

XXIV. Adoption of Common Core State Standards Implementation Schedule

Mr. Robert E. Hull, Assistant State Superintendent, WVDE Division of Curriculum and Instructional Services, and Ms. Carla Williamson, Special Assignment, WVDE Office of Instruction, presented the implementation schedule for the Common Core State Standards for the Board's consideration. In May 2010 the Board unanimously approved the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and the Common Core State Standards for Mathematics for alignment with West Virginia's 21st Century Content Standards and Objectives and resources with implementation Fall 2011. In preparation for the 2014-2015 administration of the new assessment developed by the SMARTER Balanced Assessment Consortium, of which West Virginia is a governing state, we are recommending the following schedule for implementation of West Virginia Content Standards and Objectives fully aligned with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and the Common Core State Standards for Mathematics: Kindergarten, 2011-2012; First Grade, 2012-2013; Second Grade, 2013-2014; and Third through Twelfth Grades, 2014-2015.

Upon motion by Dr. Johnson, seconded by Dr. White, the Board unanimously approved the implementation schedule for the Common Core State Standards. (Copy appended to Official Minutes, Attachment L.)

XXV. Approval of 2011-2012 WVBE Statewide Professional Development Goals

Dr. Johnson presented the Board's 2011-2012 statewide professional development goals for the Board's consideration.

Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously approved the 2011-2012 statewide professional development goals. (Copy appended to Official Minutes, Attachment M.)

XXVI. WVBE Strategic Plan Data Report

Dr. Marple presented an update regarding the WVBE's strategic plan data report. (Copy appended to Official Minutes, Attachment Mc and addendum.)

XXVII. WVBE Personnel Matters

President Haden, in accordance with W. Va. Code '6-9A-4(b)(2)(A), requested a motion to move into Executive Session to consider the selection of a State Superintendent of Schools. Upon motion by Mr. Green, seconded by Dr. White and unanimously carried, the Board entered into Executive Session at 9:31 a.m.

XXVIII. Return from Executive Session

The Board returned from Executive Session at 10:22 a.m. at which time President Haden announced that no action was taken and no decisions were made. Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously approved the Board's personnel items. (Copy appended to Official Minutes, Attachment N.)

XXIX. Recess

President Haden recessed the meeting at 10:25 a.m. and announced that the meeting would reconvene, upon conclusion of the Teacher of the Year Press event, on January 13, 2011, in the same location.

XXX. Reconvene

President Haden reconvened the meeting of January 12, 2011, at 11:41 a.m. on January 13, 2011, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Michael I. Green, Lowell E. Johnson, L. Wade Linger

Jr., Gayle C. Manchin, William M. White and ex officio John T. Mattern, State Superintendent of Schools. Student representative in attendance was Lexi Miller of Vienna, West Virginia, who attends Parkersburg High School (Wood County). Members absent were Burma Hatfield ex officios Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

XXXI. State Superintendent's Report

Superintendent Mattern (distributed information) presented Department personnel items for the Board's information and reported that he has met with Governor Earl Ray Tomblin, President Haden, Dr. Marple, former Superintendent Steven L. Paine, and Chancellor Noland, attended various Board committee meetings, met with the RESA executive committee, met with Mingo County and the School Building Authority, and provided an overview of the 2011 Quality Counts State of the States report. (Copy appended to Official Minutes, Attachment O and addenda.)

Plan of Action for Technology. Ms. Brenda Williams (distributed information), Executive Director, WVDE Office of Instructional Technology, presented a plan of action for West Virginia's alignment to the National Education Technology Plan. Ms. Miller provided her perspective regarding the use of technology at Parkersburg High School. (Copy appended to Official Minutes, Attachment U.)

XXXII. Board Items for Future Consideration

President Haden requested that items, inclusive of any requested during the meeting, that members wish considered for placement on a future agenda are to be provided to her as soon as possible. (Copy appended to Official Minutes, Attachment P.)

XXXIII. Selection of State Superintendent of Schools Executive Session

President Haden, in accordance with W. Va. Code '6-9A-4(b)(2)(A), requested a motion to move into Executive Session to consider the selection of a State Superintendent of Schools. Dr. White moved, and Mr. Green seconded, the motion. Prior to the call for the question Mr. Linger requested, and Ms. Cordeiro provided a response, regarding the process used to post the position announcement. Mr. Linger questioned whether the Board should repost the position. Discussion ensued regarding reposting the position. Following discussion, Dr. White and Mr. Green withdrew their motion for an executive session. Mr. Linger then moved that the Board extend the search deadline and hire a firm to assist the Board in conducting a nationwide search. Mr. Green seconded the motion. Discussion ensued regarding the motion. Upon the call for the question the motion failed with four members (Mr. Dunlevy, President Haden, Dr. Johnson, and Ms. Phillips) voting no, and four members (Mr. Green, Mr. Linger, Mrs. Manchin and Dr. White) voting yes.

President Haden, in accordance with W. Va. Code ' 6-9A-4(b)(2)(A), requested a motion to move into Executive Session to consider the selection of a State Superintendent of Schools. Upon motion by Dr. Johnson, seconded by Ms. Phillips and unanimously carried, the Board entered into Executive Session at 12:55 p.m.

XXXIV. Return from Executive Session

The Board returned from Executive Session at 1:25 p.m. at which time President Haden announced that no action was taken and no decisions were made. President Haden announced that Ms. Carolyn Long, Dr. Mark Manchin and Dr. Jorea Marple would be offered an interview for the position of State Superintendent of Schools.

XXXV. Future Meetings

The next regular meeting of the Board will be held February 9, 2011, in Charleston, West Virginia. The meeting will continue on February 10, 2011, if the agenda is not completed on February 9, 2011.

XXXVI. Adjournment

Upon motion by Dr. Johnson, seconded by Mr. Dunlevy and unanimously carried, the Board adjourned at 1:27 p.m.

Minutes approved by the Board on February 9, 2011.

Update on Common Core State Standards Implementation

Informational update to WVBOE – January 2011

1. Board adopted Common Core State Standards in May 2010

Upon motion by Dr. Johnson, seconded by Mrs. Manchin, the Board unanimously approved the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and the Common Core State Standards for Mathematics for alignment with West Virginia's 21st Century Content Standards and Objectives and resources with implementation Fall 2011.

2. 85-member stakeholder group, consisting of classroom teachers at all programmatic levels who are responsible for the teaching of English, language arts, literacy and mathematics, as well as faculty representing Higher Education and staff from the WVDE, began the alignment work in October 2010.

3. We anticipate that the alignment work will be completed by May 2011. The work group members are quite positive and complimentary of the content of the CCSS. The work schedule is highly structured and purposeful with specific goals for each of the scheduled sessions between now and April 9. Future Work Session Dates and Locations are as follows:

February 3-5, 2011	Bridgeport Conference Center
March 3-4, 2011	Beckley Country Inn & Suites
April 8-9, 2011	Bridgeport Conference Center

4. The WVDE Office of Instruction has established a Committee of Stakeholders to make recommendations relevant to the implementation of the Common Core State Standards. This stakeholder group is comprised of representatives from professional organizations, principals from each of the three programmatic levels, teachers from each of the three programmatic levels, superintendents, chief instructional leaders, RESA staff and WVDE staff.

5. On June 30, 2010 Dr. Paine requested permission from Secretary of Education Arne Duncan to conduct an alignment of the CCSS to the present WV State Summative Assessment WESTEST2. We have not received a response to this request.

6. In preparation for the 2014-2015 administration of the new assessment developed by the SMARTER Balanced Assessment Consortium, of which WV is a governing state, we are recommending the following rollout schedule for implementation of West Virginia Content Standards and Objectives fully aligned with the Common Core State Standards:

2011- 2012	Kindergarten
2012-2013	First Grade

Update on Common Core State Standards Implementation

2013-2014	Second Grade
2014-2015	Third –Twelfth Grade

Spring 2015 is the first administration of the new assessment developed by the SBAC. Three staff members from WVDE were selected as members of the SBAC Work Groups identified:

Pat Dillon	Assessment Design: Test Administration
Lou Maynus	Assessment Design: Performance Tasks
Carla Williamson	Formative Processes and Tools/Professional Development

Teachers working on the alignment of the CCSS are recommending specific professional development required by the content of the CCSS. The Office of Instruction will begin development and implementation of this professional development in the summer of 2011; professional development will continue through 2015; and a capacity-building model will support teachers in all 55 counties.

7. Teacher Leadership Institute 2011 will have a two-pronged focus:
 - (1) We will continue to provide professional development to school-based teams with a focus on developing an understanding of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science* and the *Common Core State Standards for Mathematics*. This is a year-long professional development experience with support provided throughout the following school year via technology.
 - (2) We will provide professional development focused on building an understanding of the Kindergarten CCSS to 200 county-identified kindergarten teacher leaders. The professional development will not only develop the teacher leaders' understanding of the CCSS, but it will also prepare them to be facilitators of the learning of other kindergarten teachers in their respective counties and RESAs. This is a year-long professional development experience with support provided throughout the following school year via technology.

8. Common Core State Standards for Social Studies and Science continue to be under development. Three members of the WVDE staff are currently working on CCSSO Social Studies Assessment, Curriculum and Instruction (SSACI) State Collaborative on Assessment and Student Standards (SCASS) that is developing the CCSS for Social Studies: Joey Wiseman, Pat Dillon and Carla Williamson. Martha Burke and Robin Anglin are closely monitoring the work on the CCSS for Science. The conceptual framework, developed by National Research Council's Board on Science Education, will be followed by the actual development of the CCSS and it is our understanding ACHIEVE, Inc. will have a role in this development. The National Science Teacher Association provides frequent updates on the progress being made.

Attachment 6

State's Race to the Top Assessment Memorandum of Understanding (MOU)

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 8, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of West Virginia**, which has elected to participate in the Consortium as (check one)

An **Advisory** State (description in section e),

OR

A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
 - (i)(A) Advisory State Assurance
 - OR**
 - (i)(B) Governing State Assurance
 - AND**
 - (ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing State** is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory State** is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

SMARTER Balanced Assessment Consortium MOU

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

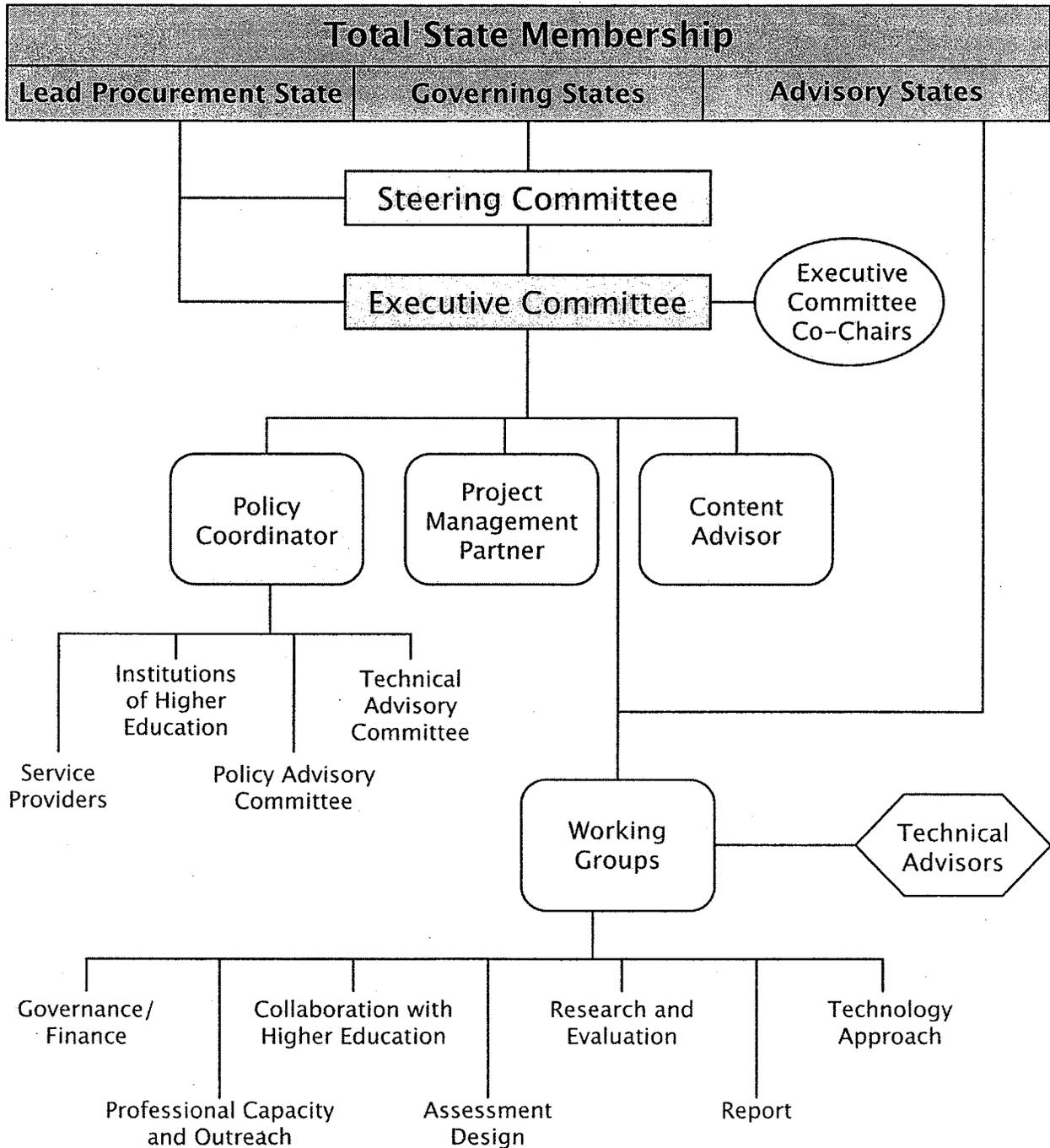
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all "Advisory States" in the Consortium.)

As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.

State Name:

Governor or Authorized Representative of the Governor (Printed Name):

Telephone:

Signature of Governor or Authorized Representative of the Governor:

Date:

Chief State School Officer (Printed Name):

Telephone:

Signature of the Chief State School Officer:

Date:

President of the State Board of Education, if applicable (Printed Name):

Telephone:

Signature of the President of the State Board of Education, if applicable:

Date:

SMARTER Balanced Assessment Consortium MOU

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program
Comprehensive Assessment Systems Grant Application Assurances*(Required from all "Governing States" in the Consortium.)*

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name:

West Virginia

Governor or Authorized Representative of the Governor (Printed Name):

Governor Joe Manchin III

Telephone:

1 888.438.2731

Signature of Governor or Authorized Representative of the Governor:

Date:

6/8/10

Chief State School Officer (Printed Name):

Dr. Steven L. Paine

Telephone:

304.558.2681

Signature of the Chief State School Officer:

Date:

6/8/10

President of the State Board of Education, if applicable (Printed Name):

Priscilla M. Haden

Telephone:

304.558.3660

Signature of the President of the State Board of Education, if applicable:

Date:

6/8/10

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium, provided that the State of West Virginia makes all purchases resulting from participation in the Consortium according to the requirements set forth in West Virginia Code § 5A-3-1 et seq., and the West Virginia Code of State Rules § 148-1-1 et seq.

§ 5A-3-19. Purchases from federal government and other sources

(a) Notwithstanding any other provision of this article, the director may, upon the recommendation of a state spending unit, participate in, sponsor, conduct, or administer a cooperative purchasing agreement or consortium for the purchase of commodities or services with agencies of the federal government, agencies of other states, other public bodies or other state agencies, if available and financially advantageous. At the discretion of the director, bids may be solicited to determine whether participation in such a cooperative purchasing agreement or consortium is financially advantageous.

State Name:
West Virginia

State's chief procurement official (or designee), (Printed Name):

Telephone:

David Tincher

DAVID TINCHER

304 558-2538

Signature of State's chief procurement official (or designee),:



Date:

6/14/10

Attachment 8:

A copy of the average statewide proficiency based on assessments administered in the 2011-2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups

Subgroup	Statewide Average Proficiency Mathematics	Statewide Average Proficiency Reading/Language Arts
Asian	74.52	71.31
Black	33.79	37.52
Migrant	40.00	20.00
Hispanic	41.50	44.09
American Indian	43.51	50.23
Limited English Proficient	43.16	38.55
Students with Disabilities	19.95	16.74
Economically Disadvantaged	35.98	37.39
Multi-Race	41.90	44.67
White	47.16	48.96
Pacific Islander	48.78	46.34
All Students	46.55	48.43

Attachment 9:

Reward, Priority, and Focus Schools

LEA Name	School Name	School NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
A	1				F
	2			C	
	3			C	
B	1				F
	2			C	
C	1				F
	2				F
D	1				F
	2			C	
E	1				F
	2				F
	3				F
	4			C	
	5			C	
F	1				F
G	1				F
	2				F
H	1			C	
	2			C	
I	1			C	
J	1				F
K	1				F
	2				F
	3			C	
L	1				F
	2				F
	3				F
	4				F
	5				F
	6				F
M	1				F
	2				F
	3				F
N	1				F
	2				F
	3				F
	4				F
	5				F
	6				F

	7				F
	8			C	
	9			C	
	10			C	
O	1				F
	2				F
	3				F
P	1			C	
	2			C	
Q	1				F
	2				F
	3			C	
	4			C	
	5			C	
R	1				F
S	1				F
T	1				F
	2				F
U	1				F
	2			C	
	3			C	
V	1				F
	2			C	
W	1				F
X	1				F
	2				F
	3				F
	4				F
	5				F
	6				F
Y	1				F
	2				F
Z	1				F
AA	1				F
AB	1				F
	2				F
	3				F
	4				F
	5				F
	6				F
	7			C	

AC	1				F	
AD	1				F	
	2				F	
	3				F	
AE	1				F	
AF	1				F	
	2				F	
AG	1			C		
AH	1				F	
	2			C		
AI	1				F	
AJ	1				F	
	2				F	
	3				F	
AK	1				F	
	2				F	
	3				F	
	4				F	
	5			C		
	6			C		
AL	1			C		
	2			C		
AM	1				F	
	2				F	
AN	1				F	
	2				F	
	3				F	
	4				F	
	5				F	
	6			C		
	7			C		
AO	1				F	
	2				F	
	3				F	
TOTAL # of Schools: 160				0*	30	84

*Reward schools cannot be identified until schools have demonstrated adequate progress against the WVAI and AMOs for High Performing Schools, and adequate progress against the WVAI or AMOs for High Progress Schools.

Total # of Title I schools in the State: **350**

Total # of Title I-participating high schools in the State with graduation rates less than 60%: **0**

Key	
<p>Reward School Criteria:</p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p>Priority School Criteria:</p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model 	<p>Focus School Criteria:</p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Appendix 1:

Additional Details Regarding Principle 1.B
(Transition to College and Career-Ready Expectations for All Students)

Table 1-1. Overview of Tasks Associated with WV Next Generation CSOs Adoption, Alignment, and Implementation Milestones

Milestones & Timeline	Parties Responsible	Evidence	Resources	Significant Obstacles
<u>May 2010</u> WVBE Adopts CCSS for ELA & Literacy and Mathematics	WVBE	See Attachment 4	CCSS	NA (Completed)
<u>September 2010</u> WV Teachers Adapt CCSS into WV Framework, branding them <i>the West Virginia Next Generation Content Standards and Objectives</i> (WV Next Generation CSOs)	WVDE Office of Instruction Educators IHEs	ELA -Policy 2520.1A Math – Policy 2520.2B http://wvde.state.wv.us/teach21/Crosswalks.html	CCSS CCSSO SCASS System	NA (Completed)
<u>January 2011</u> WVBE Approves WV Next Generation CSOs Implementation Schedule	WVBE	January 2011 Board Minutes	NA	NA (Completed)
<u>Summer 2011</u> Large Scale Professional Development on WV Next Generation CSOs for WV Kindergarten Teachers and Administrators (Summer TLI #1)	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2011 Master Plan for Statewide Professional Development	Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/	NA (Completed)
<u>School Year 2011-12</u> Kindergarten Teachers provide additional train-the-trainer PD on Next Generation CSOs in LEAs	Educators Administrators LEA Staff	NA	Staff Time Financial Resources http://wvde.state.wv.us/teach21/ Teacher leadership Institute materials	LEA Financial Resources and Staff Time Limited Teacher Capacity/Resources to Deliver Required PD
<u>Summer 2012</u> Large Scale Professional Development on WV Next Generation CSOs for WV	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2012 Master Plan for Statewide Professional Development	Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/	NA (Completed)

Milestones & Timeline	Parties Responsible	Evidence	Resources	Significant Obstacles
First, Fourth, Fifth, and Ninth Grade Teachers and Administrators (Summer TLI #2)			http://www.corestandards.org/	
<u>School Year 2012-13</u> First, Fourth, Fifth, and Ninth Grade Teachers provide additional train-the-trainer PD on Next Generation CSOs in LEAs	Educators Administrators LEA Staff	NA	Staff Time Financial Resources http://wvde.state.wv.us/teach21/ Teacher leadership Institute materials (to be posted)	LEA Financial Resources and Staff Time Limited Teacher Capacity/Resources to Deliver Required PD
<u>Summer 2013</u> Large Scale Professional Development on WV Next Generation CSOs for Second, Third, Sixth, Seventh, Eighth, and Tenth, Eleventh, and Twelfth Grade Teachers and Administrators (Summer TLI #3)	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2013 Master Plan for Statewide Professional Development	Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/	State Budget Reductions
<u>School Year 2013-14</u> Third, Sixth, Seventh, Eighth and Tenth, Eleventh, and Twelfth Grade Teachers provide additional train-the-trainer PD on Next Generation CSOs in LEAs	Educators Administrators LEA Staff	NA	Staff Time Financial Resources http://wvde.state.wv.us/teach21/ Teacher leadership Institute materials (to be posted)	LEA Financial Resources and Staff Time Limited Teacher Capacity/Resources to Deliver Required PD
<u>Summer 2014</u> Large Scale Professional Development on WV Next Generation CSOs to follow up with WV K-12 Teachers and Administrators (Summer TLI #4)	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2014 Master Plan for Statewide Professional Development	CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/	State Budget Reductions
<u>Fall 2013</u>	Educators LEA Staff	WV BOE Policy 2520.1A WV BOE Policy 2520.2B	NA	State and LEA Budget Reductions

Milestones & Timeline	Parties Responsible	Evidence	Resources	Significant Obstacles
WV Completes PD and Achieves initial Implementation of WV Next Generation CSOs in all Grade Levels				Provision of Adequate Professional Development and Supports Increased Rigor of Standards
<u>School Year 2014-15</u> First Administration of CCSS-aligned Smarter Balanced Assessment for Grades 3-8 and 11 First Administration of Dynamic Learning Maps (DLM) Alternate Assessment Based Upon Alternate Academic Achievement Standards (AA-AAAS)	WVDE Office of Assessment and Accountability LEAs Educators Administrators	NA	NA	State and LEA Budget Reductions Limited Technology Infrastructure (especially in rural LEAs)

Table 1-2 – Overview of Tasks Associated with Assessing the Linguistic Demands of the WV Next Generation CSOs and Development of Corresponding ELP Standards

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>June 2012</u> WV joins ELPA21 Consortium	Letter of Support available to peer reviewers upon request	WVDE 13 US States	Staff Time	NA
<u>February 2013</u> ELPA21 produces ELP Standards that correspond to CCSS in ELA and Literacy, and Mathematics.	ELPA 21 Common ELP Standards Document	ELPA21	Staff Time	Finding Alternative Funding if ELPA 21 Proposal is not funded
<u>February 2013</u> Stakeholder committee established to conduct review of common ELP standards developed by ELPA21.	Stakeholder Attendance Rosters Completed Review Criteria Documents	WVDE Office of Federal Programs Educators LEAs Administrators	Staff Time Funding State Review Criteria ELPA 21 developed Common ELP Standards	Impending Budget Cuts to State Agencies Ensuring that the Common ELP Standards are developed through ELPA 21 within proposed timeline

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>Spring 2013</u></p> <p>Stakeholder committee conducts Revision of Policy 2417 <i>Programs of Study for Limited English Proficient Students</i></p>	<p>Stakeholder Attendance Rosters</p> <p>Completed revised draft of Policy 2417</p>	<p>WVDE Office of Federal Programs</p> <p>Educators</p> <p>LEAs</p> <p>Administrators</p>	<p>Staff Time</p> <p>Funding</p> <p>Completed Review Criteria Documents</p> <p>ELPA 21 developed Common ELP Standards</p> <p>Existing drafts of Policy 2417 and other state ELP Standards</p>	<p>Impending Budget Cuts to State Agencies</p> <p>Ensuring that the Common ELP Standards are developed through ELPA 21 within proposed timeline</p>
<p><u>Summer 2013</u></p> <p>Revised version of Policy 2417 <i>Programs of Study for Limited English Proficient Students</i> is provided to WVBE for approval</p>	<p>Comment Logs from the Public</p> <p>Final Approved Version of Policy 2417</p>	<p>WVDE Office of Federal Programs</p> <p>Educators</p> <p>LEAs</p> <p>Administrators</p>	<p>Staff Time</p>	<p>Ensuring that the Common ELP Standards are developed through ELPA 21 within proposed timeline</p>
<p><u>School Year 2013-14</u></p> <p>WV Implements Revised ELP Standards Statewide</p>	<p>County Participation Rosters from Regional PD Sessions</p> <p>County Implementation Plan</p>	<p>WVDE</p> <p>LEAs</p> <p>Administrators</p> <p>Educators</p>	<p>Staff Time</p> <p>Funding</p> <p>Approved Policy 2417</p> <p>PD Providers</p>	<p>Impending Budget Cuts to State Agencies</p> <p>Ensuring Access through Regional PD</p>

Table 1-3 – Overview of Tasks Associated with Determining the Learning and Accommodation Factors Necessary for Students with Disabilities

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>School Year 2005 – 2006</u> Publication of “ <i>Special Education Testing Accommodations in West Virginia: An Overview of Practices in 2003-2004</i> ”	WVDE Office of Assessment and Accountability Edvantia, Inc.	Report Available Here	Federal Funding	NA (Completed)
<u>School Year 2009 – 2010</u> Publication of “ <i>Examining Accommodations in West Virginia (2008-2009)</i> ”	WVDE Office of Assessment, Accountability, and Research WVDE Office of Information Systems	Report Available Here	Staff Time	NA (Completed)
<u>May 2010</u> WVBE Adopts CCSS for ELA & Literacy and Mathematics	WVBE	Attachment 4	CCSS	NA (Completed)
<u>September 2010</u> WV Teachers Adapt CCSS into WV Framework, branding them <i>the West Virginia Next Generation Content Standards and Objectives</i> (WV Next Generation CSOs)	WVDE Educators IHEs	ELA -Policy 2520.1A Math – Policy 2520.2B http://wvde.state.wv.us/teach21/Crosswalks.html	CCSS CCSSO SCASS System	NA (Completed)
<u>School Year 2010 – 2011</u> Publication of “ <i>Examining Accommodations in West Virginia: A Descriptive Analysis of Accommodations Specified for Students in Individualized Education Plans, 504 Plans, and Limited English Proficient Plans in 2009-2010</i> ”	WVDE Office of Research WVDE Office of Information Systems	Report Available Upon Request	Staff Time	NA (Completed)
<u>School Year 2011-12</u> Conduct First Administration of Identifier-Linked Accommodations Provision Monitoring During	WVDE Office of Assessment and Accountability WVDE Office of Special Programs (OSP)	WVS.326 Monitoring Form Available Upon Request Monitoring PPT Presentation Draft Crosswalk document available on request. When published:	Staff Time LEA Staff Time Federal Funding CCSS CCEE	NA (Completed)

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p>Summative Assessment</p> <p>WVDE develops Common Core Essential Elements (CCEE) and WV Extended Academic Achievement Standards Crosswalk Document</p> <p>WV Accessible Instructional Materials (AIM) Coordinating Committee Established</p>	<p>WVDE Office of Assessment and Accountability (OAA)</p> <p>WV Accessible Materials Coordinating Committee (WV AIM CC)</p>	<p>http://wvde.state.wv.us/osp/T1.html</p> <p>https://sites.google.com/site/seteachers1/</p> <p>WVAIM:</p> <p>http://wvde.state.wv.us/osp/accessiblematerials.html</p>	<p>Dynamic Learning Maps Consortium</p> <p>National Accessible Instructional Materials Center (AIM)</p>	
<p><u>School Year 2012 – 2013</u></p> <p>Conduct DIF analyses to examine accommodations comparability</p> <p>Participate in Technical Assistance Project to Determine Appropriateness of LEP Accommodations</p> <p>WVBE adopts Common Core Essential Elements (CCEE)</p> <p>OSP incorporates CCEE into WV Online IEP</p> <p>OSP develops Instructional Guides based upon CCEE/Extended Standards Crosswalk Document</p> <p>OSP Provides Initial Professional Development on CCEE.</p> <p>OSP and OAA offer Additional Regional PD regarding CCEE rollout</p> <p>WV AIM Coordinating Committee</p>	<p>WVDE Office of Assessment and Accountability</p> <p>CTB/McGraw Hill</p> <p>GWU-CEEE</p> <p>WVBE</p> <p>WVDE OSP</p> <p>WVDE OAA</p> <p>WV AIM CC</p> <p>WVDE Office of Professional Preparation</p> <p>RESAs</p> <p>TAS Specialists</p> <p>National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities (NCIPP)</p> <p>Participating pilot LEAs</p>	<p>Results to be Published in WESTEST 2 Technical Report</p> <p>Results of Technical Assistance Project to be Available to Peer Reviewers Upon Request Once Complete</p> <p>WV BOE Policy 2520.16 (when revised)</p> <p>Instructional Guides when published and PD schedules and resources:</p> <p>http://wvde.state.wv.us/osp/T1.html</p> <p>https://sites.google.com/site/seteachers1/</p> <p>Documents will be posted:</p> <p>http://wvde.state.wv.us/osp/accessiblematerials.html</p> <p>NCIPP Action Plan</p>	<p>Staff Time</p> <p>MACC Staff Time</p> <p>Federal Funding</p> <p>DLM Consortium</p> <p>Staff time</p> <p>CCEE document</p> <p>Crosswalk document</p> <p>RESAs</p> <p>Stakeholder time</p>	<p>Data Collected During Pilot May Pose Obstacles Depending on Quality</p> <p>DLM continues to revise CCEE.</p> <p>WV adoption awaits final version.</p>

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
workgroups finalized procedures related to accessibility of materials OSP develops WV Next Generation CSO-aligned Instructional Practice Professional Development program				
<u>School Year 2013-14</u> OSP Rolls out WV Next Generation CSO-aligned Instructional Practice Professional Development Program to NCIPP project counties and Focus Support Counties. WV Reaches full Initial Implementation of the CCEE	WVDE OSP NCIPP WVDE OSP WVDE OAA LEAs	When available online courses will be accessed from the WVDE website. Access/completion records maintained electronically. WV BOE Policy 2520.16 when adopted. CCEE linked to WV online IEP program	Staff time Financial resources	NA
<u>School Year 2014-15</u> First Administration of Dynamic Learning Maps (DLM) Alternate Assessment based upon Alternate Academic Achievement Standards (AA-AAAS)	Educators Administrators LEAs	Assessment Reports	DLM and Partner states	Assessment Consortium Must Successfully Complete Assessment

Table 1-4. Overview of Activities Related to Outreach and Dissemination of the WV Next Generation CSOs

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>December 2011</u> WVDE Establishes informational website to Serve as Information Hub for WV Next Generation CSOs (http://state.wv.us/next-generation/).	WVDE Office of Communications WVDE Office of Instruction	http://state.wv.us/next-generation/	CCSSO ICCS SCASS	NA (Completed)
<u>School Year 2010-11 (Ongoing)</u>	WVDE Office of	http://state.wv.us/next-generation/	Staff Time	NA

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
WVDE Provides updates and resources to stakeholders via http://wvde.state.wv.us/next-generation/ . Updates include details of state's progress toward implementation of WV Next Generation CSOs	Communications WVDE Office of Instruction	https://sites.google.com/a/wvde.k12.wv.us/chief-instructional-leaders/		
<u>Summer 2012, Summer 2013, and Summer 2014</u> WVDE Provides TLI professional development as chief vehicle for dissemination of WV Next Generation CSOs to educators and administrators	WVDE Office of Instruction	Teacher Leadership Institute Teach 21 https://sites.google.com/a/wvde.k12.wv.us/chief-instructional-leaders/	Staff Time Financial Resources	State and LEA Budget Reductions
<u>School Years 2011-12, 2012-13, 2013-14, and 2014-15 (ongoing)</u> State Superintendent of Schools Provides weekly update to County Superintendents regarding, among other topics, progress toward implementation of WV Next Generation CSOs and related assessment system	WVDE Office of Superintendent	N/A	Staff Time	NA
<u>School Years 2011-12, 2012-13, 2013-14, and 2014-15 (ongoing)</u> WV Conducts outreach to LEA Chief Instructional Leaders via a series of bi-annual two-day workshops focused on issues surrounding implementation of WV Next Generation CSOs and related assessment system.	WVDE Office of Instruction	https://sites.google.com/a/wvde.k12.wv.us/chief-instructional-leaders/	Staff Time	NA
<u>School Years 2011-12, 2012-13, 2013-14, and 2014-15 (ongoing)</u> WV continues to share information from national advisory groups/state collaborative organizations with LEA staff regarding implementation of WV Next Generation CSOs and related assessment system	WVDE Office of Instruction WVDE Office of Assessment and Accountability	https://sites.google.com/a/wvde.k12.wv.us/chief-instructional-leaders/ Teach 21 www.smarterbalanced.org	Staff Time Financial Resources for SCASS Memberships	State Budget Reductions

Table 1-5. Overview of Activities Supporting Professional Development and Supports for All Teachers

1-5a. Implementation of the WV Master Plan for Statewide Professional Development				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>School Year 2011-12</u></p> <p>Educators Attend Approximately 473 Professional Development Sessions designed to build knowledge of CCSS for ELA and Literacy and Mathematics including how those standards align to the WV 21st Century CSOs</p> <p>Educators Attend Approximately 370 sessions designed to help educators apply their knowledge of the CCSS into professional practice</p>	<p>WVBE WVDE Offices WV Center for Professional Development RESAs WV IHEs Educators</p>	<p>Evaluation Study of 2011-12 Master Plan for Statewide PD available upon request</p>	<p>Funding for PD Providers Staff Time For PD Providers Research Staff Time</p>	<p>NA (Completed)</p>
<p><u>School Year 2012-13</u></p> <p>WV PD Providers plan to conduct an additional 229 sessions designed to promote high-quality standards-based instruction in all content areas.</p>	<p>WVBE WVDE Offices WV Center for Professional Development RESAs WV IHEs</p>	<p>Evaluation Study of 2012-13 Master Plan for Statewide PD to be available September 2013</p>	<p>Funding for PD Providers Staff Time For PD Providers Research Staff Time</p>	<p>Impending Budget Cuts to State Agencies</p>
1-5b. Implementation of the WVDE Teacher Leadership Institutes Summer Professional Development Series				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>Summer 2011</u></p> <p>Summer TLI #1 – WV Kindergarten Teachers Receive PD on WV Next Generation CSOs</p>	<p>WVDE Office of Instruction Educators</p>	<p>http://wvde.state.wv.us/next-generation/implementation.html</p> <p>Teacher Leadership Institute 2013</p> <p>Master Plan for Statewide Professional Development</p> <p>http://wvde.state.wv.us/teach21/ Teacher leadership Institute materials</p>	<p>Staff Time Financial Resources</p>	<p>NA (Completed)</p>
<p><u>Summer 2012</u></p> <p>Summer TLI #2 – WV First, Fourth, Fifth, and Ninth Grade Teachers Receive PD on WV Next Generation CSOs</p>	<p>WVDE Office of Instruction Educators</p>	<p>http://wvde.state.wv.us/next-generation/implementation.html</p> <p>Teacher Leadership Institute 2013</p> <p>Master Plan for Statewide Professional Development</p>	<p>Staff Time Financial Resources</p>	<p>NA (Completed)</p>

		http://wvde.state.wv.us/teach21/ Teacher leadership Institute materials		
<u>Summer 2013</u> Summer TLI #3 – WV Second, Third, Sixth, Seventh, Eighth, and Tenth, Eleventh and Twelfth Grade Teachers Receive PD on WV Next Generation CSOs	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2013 Master Plan for Statewide Professional Development	Staff Time Financial Resources	Impending Budget Cuts to State Agencies
<u>Summer 2014</u> Summer TLI #4 – WV K-12 teachers Receive Follow-up PD on WV Next Generation CSOs to explore specific implications for MS/HS implementation	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2013 Master Plan for Statewide Professional Development	Staff Time Financial Resources	Impending Budget Cuts to State Agencies
1-5c. Implementation of Professional Development and Technical Assistance for Support for Personalized Learning				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>July 2011 – August 2012</u> SPL Guidance Documents Released Initial SPL Professional Development Completed	WVDE Office of Special Programs	Documents, PD schedules, presentations and webinars on SPL website: http://wvde.state.wv.us/spl/	Staff Time	NA (Completed)
<u>School Year 2011-12</u> TAS Specialists Provide Ongoing SPL Support to LEAs	WVDE Office of Special Programs TAS Specialists	SPL Professional Development Options 2011-12 http://wvde.state.wv.us/spl/	Staff Time	NA (Completed)
<u>School Year 2012-13</u> Phase I SPL professional Development completed TAS Specialists Provide Ongoing SPL Support to LEAs	WVDE Office of Special Programs TAS Specialists	PD Options schedule and additional PD resources will be available: http://wvde.state.wv.us/spl/	SEA and LEA staff time	LEA time and resources
<u>School Year 2013-14</u> Phase II SPL Professional Development Completed	WVDE Office of Special Programs TAS Specialists	PD Options schedule and additional PD resources will be available: http://wvde.state.wv.us/spl/	SEA and LEA staff time	LEA time and resources

TAS Specialists Provide Ongoing SPL Support to LEAs				
<u>School Year 2014-15</u> Phase III SPL Professional Development Completed TAS Specialists Provide Ongoing SPL Support to LEAs	WVDE Office of Special Programs TAS Specialists	PD Options schedule and additional PD resources will be available: http://wvde.state.wv.us/spl/	SEA and LEA staff time	LEA time and resources
1-5d. Implementation of Content Academies for Special Educators				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>School Year 2011-12 to School Year 2012-13</u> OSP Mathematics Academies Professional Development Completed OSP Autism Academies Professional Development Completed	WVDE Office of Special Programs Carnegie Learning	http://wvde.state.wv.us/osp/summeracademies2012.htm Master Plan for Statewide Professional Development	Staff Time IDEA Financial Resources	NA
<u>School Year 2011-12 To School Year 2013-14</u> OSP Literacy Academies Professional Development Completed	WVDE Office of Special Programs	http://wvde.state.wv.us/osp/summeracademies2012.htm Master Plan for Statewide Professional Development	Staff Time Financial Resources	NA
1-5e. Implementation of Sheltered Instruction Observation Protocol Model for Teachers of ELLs				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>Summer 2012</u> WVDE 2012 Summer Institute for Teachers for ESL and World Languages - SIOP Model Introduced to Teachers of ESL and World Languages	WVDE Office of Title II, III, and System Support	WVDE Office of Federal Programs	Participant Attendance Rosters Program Materials Participant SMART Goals and follow-up Implementation Data	PD Program Materials PD Provider
<u>Summer 2013</u>	WVDE Office of	WVDE Office of Federal Programs	Participant	PD Program

SIOP Model Introduced to WV General Educators at Teacher Leadership Institutes (TLI)	Title II, III, and System Support WVDE Office of Instruction	WVDE Office of Instruction	Attendance Rosters Program Materials Participant SMART Goals and follow-up Implementation Data	Materials PD Provider
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Table 1-6. Overview of Tasks Associated with Professional Development for Principals

1-6a. Implementation of the Statewide Master Plan for Professional Development				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>School Year 2011-12</u></p> <p>Administrators Attend Approximately 473 Professional Development Sessions designed to build knowledge of CCSS for ELA and Literacy and Mathematics including how those standards align to the WV 21st Century CSOs</p> <p>Administrators Attend Approximately 370 sessions designed to help educators apply their knowledge of the CCSS into professional practice</p>	<p>WVBE WVDE Offices WV Center for Professional Development RESAs WV IHEs Administrators Educators</p>	<p>Evaluation Study of 2011-12 Master Plan for Statewide PD</p>	<p>Funding for PD Providers Staff Time For PD Providers Research Staff Time</p>	<p>NA</p>
<p><u>School Year 2012-13</u></p> <p>WV PD Providers plan to conduct an additional 229 sessions designed to promote high-quality standards-based instruction in all content areas.</p>	<p>WVBE WVDE Offices WV Center for Professional Development RESAs WV IHEs</p>	<p>Evaluation Study of 2012-13 Master Plan for Statewide PD</p>	<p>Funding for PD Providers Staff Time For PD Providers Research Staff Time</p>	<p>Impending Budget Cuts to State Agencies</p>
1-6b. Implementation of the WVDE Teacher Leadership Institutes Summer Professional Development Series				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>Summer 2011</u></p> <p>Summer TLI #1 – WV Administrators Receive PD on WV Next Generation CSOs</p>	<p>WVDE Office of Instruction Administrators</p>	<p>http://wvde.state.wv.us/next-generation/implementation.html Master Plan for Statewide Professional Development</p>	<p>Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/</p>	<p>NA (Completed)</p>

<p style="text-align: center;"><u>Summer 2012</u></p> <p>Summer TLI #2 – WV Administrators Receive PD on WV Next Generation CSOs</p>	<p>WVDE Office of Instruction Administrators</p>	<p>http://wvde.state.wv.us/next-generation/implementation.html Master Plan for Statewide Professional Development</p>	<p>Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/</p>	<p>NA (Completed)</p>
<p style="text-align: center;"><u>Summer 2013</u></p> <p>Summer TLI #3 – WV Administrators Receive PD on WV Next Generation CSOs</p>	<p>WVDE Office of Instruction Administrators</p>	<p>http://wvde.state.wv.us/next-generation/implementation.html Master Plan for Statewide Professional Development</p>	<p>Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/</p>	<p>State Budget Reductions</p>
<p style="text-align: center;"><u>Summer 2014</u></p> <p>Summer TLI #4 – WV K-12 School Administrators Receive Additional PD on WV Next Generation CSOs</p>	<p>WVDE Office of Instruction Administrators</p>	<p>http://wvde.state.wv.us/next-generation/implementation.html Master Plan for Statewide Professional Development</p>	<p>Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/</p>	<p>State Budget Reductions</p>

Table 1-7. Overview of Activities Related to Development and Dissemination of High Quality Instructional Materials

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>School Year 2012-13</u></p> <p>Review Existing Resources Available to Teachers via Teach21</p> <p>Bring Existing Teacher Developed Resources Available via Teach 21 into Alignment with WV Next Generation CSOs</p> <p>Develop Additional Next Generation CSO-aligned Instructional Resources to Address Gaps with Emphasis on Reading/English Language Arts and Mathematics</p> <p>Complete 2013-19 Social Studies K-12 Instructional Materials Adoption</p>	<p>WVDE Office of Instruction Educators LEAs SBAC</p>	<p>Materials Posted on Teach 21 Official Multiple List of Approved Instructional Resources for Social Studies and Newly Developed Materials for Mathematics County Reports of Materials Adopted</p>	<p>Peer Review Rubrics Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool</p>	<p>Impending Budget Cuts to State Agencies</p>

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><i>Off Cycle Review of Mathematics Resources</i></p> <p>SBAC convenes Teacher Cadres to Introduce Formative Assessment Practices/Tools</p>				
<p><u>School Year 2013-14</u></p> <p>WV Teacher Cadres and RESAs share Formative Assessment Practices/Tools Statewide</p> <p>Complete 2014-20 Science and Health Instructional Materials Adoption</p> <p><i>Off Cycle Review of Mathematics and Social Studies Resources for Early and Middle Childhood, and Adolescent Education</i></p>	<p>WVDE Office of Instruction LEAs RESAs Educators</p>	<p>Teach 21 Attendance at PD provided by WV Teacher Cadres Official Multiple List of Approved Instructional Resources for Science and Health and Newly Developed Materials for Off-Cycle Content Areas Being Reviewed County Reports of Materials Adopted</p>	<p>Teach 21 Resources Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool</p>	<p>Impending Budget Cuts to State Agencies</p>
<p><u>School Year 2014-15</u></p> <p>Complete 2015-21 Music and Visual Art Instructional Materials Adoption for Early and Middle Childhood Education</p> <p>Complete 2015-21 Driver Education, Dance, Theatre, Agriculture Education, Music, and Visual Art Instructional Materials Adoption for Adolescent Education</p> <p><i>Off Cycle Review of Mathematics, Social Studies, Science, and Health Resources for Early and Middle Childhood and Adolescent Education</i></p>	<p>WVDE Office of Instruction LEAs Educators</p>	<p>Official Multiple List of Approved Instructional Resources for Music, Visual Art, Driver Education, Dance, Theatre, Agriculture Education, and Newly Developed Materials for Off-Cycle Content Areas Being Reviewed County Reports of Materials Adopted</p>	<p>Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool</p>	<p>Impending Budget Cuts to State Agencies</p>
<p><u>School Year 2015-16</u></p> <p>Complete 2016-22 Integrated Reading/English Language Arts Instructional Materials Adoption</p> <p><i>Off Cycle Review of Mathematics, Social Studies, Science, Health, Music, and Visual Art for Early and Middle Childhood Education</i></p> <p><i>Off Cycle Review for Mathematics, Social Studies, Science,</i></p>	<p>WVDE Office of Instruction LEAs Educators</p>	<p>Official Multiple List of Approved Instructional Resources for Integrated Reading/English Language Arts, and Newly Developed Materials for Off-Cycle Content Areas Being Reviewed County Reports of Materials Adopted</p>	<p>Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool</p>	<p>Impending Budget Cuts to State Agencies</p>

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<i>Health, Music, Visual Art, Driver Education, Dance, Theater, and Agriculture Education Resources for Adolescent Education</i>				
<p><u>School Year 2016-17</u></p> <p>Complete 2017-23 World Languages Instructional Materials Adoption</p> <p><i>Off Cycle Review of Social Studies, Science, Health, Music, and Visual Art, and Integrated Reading/English Language Arts Resources for Early and Middle Childhood Education</i></p> <p><i>Off Cycle Review of Social Studies, Science, Health, Music, Visual Art, Driver Education, Dance, Theatre, Agriculture Education, and Integrated Reading/English Language Arts Resources for Adolescent Education</i></p>	<p>WVDE Office of Instruction LEAs Educators</p>	<p>Official Multiple List of Approved Instructional Resources for World Languages, and Newly Developed Materials for Content Areas Being Reviewed</p> <p>County Reports of Materials Adopted</p>	<p>Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool</p>	<p>Impending Budget Cuts to State Agencies</p>
<p><u>School Year 2017-18</u></p> <p>Complete 2018-24 Mathematics Instructional Materials Adoption</p> <p><i>Off Cycle Review of Science, Health, Music, Visual Art, Integrated Reading/English Language Arts, and World Languages Resources for Early and Middle Childhood Education</i></p> <p><i>Off Cycle Review of Science, Health, Music, Visual Art, Driver Education, Dance, Theatre, Agriculture Education, Integrated Reading/English Language Arts, and World Languages Resources for Adolescent Education</i></p>	<p>WVDE Office of Instruction LEAs Educators</p>	<p>Official Multiple List of Approved Instructional Resources for Mathematics, and Newly Developed Materials Content Areas Being Reviewed</p>	<p>Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool</p>	<p>Impending Budget Cuts to State Agencies</p>

Table 1-8. Overview of Activities Related to Expansion of Access to Accelerated Learning Opportunities and Successfully Transitioning Students to College and Careers

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>School Year 2011-12</u></p> <p>Transition Mathematics for Seniors Course Implemented in All WV High Schools</p> <p>English 12 CR Course Piloted</p> <p>Passage of Senate Bill 436 Establishing Community and Technical College/CTE Consortia Districts for all Community and Technical Colleges to Ensure Full Range of Programs and Services Provided Statewide.</p>	<p>WVDE Office of Instruction LEAs WV Legislature</p>	<p>Published school schedules http://wveis.k12.wv.us/nclb/pub/ Guidance information posted https://sites.google.com/a/wvde.k12.wv.us/oaar-file-cabinet/compass</p>	<p>Staff time</p>	<p>NA</p>
<p><u>School Year 2012-13</u></p> <p>English 12 College Readiness (CR) Course Integrated into High School Curriculum Statewide</p> <p>Aspects of WVBE Policy 2515 and Policy 2510 go into effect requiring that (a) grades earned in AP® courses be weighted, (b) teachers of AP® Courses attend an AP® Summer Institute workshop every two years, (c) all high school principals attend a College-Board Endorsed AP®-related workshop once every two years, and (d) all AP® coordinators attend an AP® coordinator’s workshop annually</p> <p>State Superintendent of Schools and Vice Chancellor of HEPC Address Statewide Standards for Dual Credit Courses and Present Recommendations to Respective Boards</p>	<p>WVDE Office of Instruction LEAs WVBE WV State Superintendent of Schools HEPC</p>	<p>Published school schedules http://wveis.k12.wv.us/nclb/pub/ Audit of school schedules to verify course offerings Reports from WV Center for Professional Development (CPD) to ascertain teachers, principals and coordinators have attended required training Approval of Standards for Dual Credit Courses by WV Board of Education and WV HEPC</p>	<p>Staff time</p>	<p>NA</p>

Table 1-9. Overview of Activities Related to Collaboration with WV IHEs to Help Teachers and Principals Transition to the WV Next Generation CSOs

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>February 2012</u></p> <p>IHEs collaborate with WVDE to unpack and discuss WV Next Generation CSOs and implications for Teacher Preparation Programs</p>	<p>WVDE Office of Professional Preparation WVDE Office of Instruction IHEs</p>	<p>Preparation Programs disseminate to faculty and teacher education stakeholders</p>	<p>PD for IHEs</p>	<p>Limits to number of hours a BA degree may require</p>
<p><u>School Year 2012-13</u></p> <p>First Math 1 e-Learning Cohort Selected to Participate Series to Transition to Teaching the Next Generation CSOs Associated with Math I.</p> <p>Continue Series of Meetings among WVDE and IHEs to support redesign of Teacher Preparation Programs to Better Prepare Educators and Principals to Implement the WV Next Generation CSOs.</p> <p>Collaboration among WVDE Office of Professional Preparation and Office of Special Programs to Deliver Professional Development for Educator Preparation Faculty Focused Upon Effective Implementation of SPL and WV Next Generation CSOs for Pre-Service Special Educators.</p> <p>Collaboration among WVDE Office of Professional Preparation and Office of Federal Programs to Deliver Professional Development for Educator Preparation Faculty Focused to Better Prepare Pre-Service teachers to address Low Educational Achievement of Students Living in Rural Poverty.</p> <p>Representatives from West Virginia's Six IHEs that Prepare principals form Stakeholder Group with WVDE Office of Professional Preparation to Develop Revised Leadership Standards</p>	<p>WVDE Office of Professional Preparation WVDE Office of Instruction WVDE Office of Instructional Technology WVDE Office of Special Programs WVDE Office of Federal Programs WVDE Office of School Improvement IHEs</p>	<p>Mathematics through Algebra I teachers enrolled Preparation program content reflect alignment to WV Next Generation CSOs Increased university and college faculty and educator capacity to support students with disabilities through Next Generation CSOs Electronic forum established; Emerging strategies and specialized knowledge base; Improved student outcomes WV School Leader Standards incorporated into Policy 5100</p>	<p>WV e-Learning for Educators Support for university- and college-led program redesign Support for Personalized Learning framework University- and college-level scholarship and research; WVDE data management systems Research findings and other data reflective of leadership program effectiveness</p>	<p>Recruitment and completion Limits to number of hours a BA degree may require. Extending to all educator preparation endorsement areas other than Special Education Connecting educator preparation program completion results to school-based student outcomes. Connecting educator preparation program completion results to school-based student outcomes.</p>

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>School Year 2013-14</u></p> <p>Revised Leadership Standards Commence Re-approval Process</p> <p>First Cohort of IHE Faculty Investigate the WV Next Generation CSOs via Participation in Summer TLI</p> <p>Continue Series of Meetings among WVDE and IHEs to support redesign of Teacher Preparation Programs to Better Prepare Educators and Principals to Implement the WV Next Generation CSOs.</p>	<p>WVDE Office of Professional Preparation</p> <p>WVDE Office of Instruction</p> <p>IHEs</p>	<p>Realignment plan approved by WVBE for all six programs that prepare principals</p> <p>Plan for incorporation of Next Generation Standards into educator preparation program curricula which correlate to improved teacher performance and student outcomes</p> <p>Implementation plan for incorporating WV Next Generation CSOs into preparation programs.</p>	<p>Plan template for program realignment developed; PD for IHE preparation program faculty</p> <p>Collaborative work team across WVDE divisions</p> <p>Collaborative WVDE work teams</p> <p>Work Group Planning Time</p>	<p>Technology portal for meeting realignment documentation requirements</p> <p>Extension to all teacher preparation program faculty</p> <p>Differentiation between alignment to WVBE Next Generation CSOs versus the process for unit approval</p>

Table 1-10. Overview of Activities Related to Evaluation of Current Assessments and Transition Plan for Implementing WV Next Generation CSOs

1-10a. Expansion of Early Childhood Formative Assessment				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>School Year 2009-10</u></p> <p>WV Pre-K Early Learning Standards Framework Adopted</p>	<p>WVBE</p>	<p>WVBE Policy 2520.15</p>	<p>WVDE Pre-K Continuous Quality Improvement Advisory Council</p>	<p>N/A; Completed</p>
<p><u>School Year 2011-12</u></p> <p>WV Pre-K Child Assessment Pilot</p>	<p>WVDE Office of Early Learning</p> <p>NIEER</p>	<p>WV Pre-K Child Assessment System Data Reporting Platform</p>	<p>Staff Time from WVDE OEL and WVDE OIS</p>	<p>N/A; Completed</p>
<p><u>School Year 2012-13</u></p> <p>WV pre-K Child Assessment System Implemented Statewide</p> <p>WV Pilots Kindergarten Child Assessment System</p>	<p>WVDE Office of Early Learning</p> <p>NIEER</p>	<p>WV Pre-K Child Assessment System Data Reporting Platform</p> <p>Implementation plan for WV Kindergarten Child Assessment System pilot counties</p>	<p>Staff Time from WVDE OEL and WVDE OIS</p>	<p>Ensuring all pre-k partners have equal access</p>

<p><u>School Year 2013-14</u></p> <p>Development and implementation of School Readiness Reports Statewide</p> <p>WV Kindergarten Child Assessment System Implemented Statewide</p> <p>WV First Grade Child Assessment System Piloted</p>	<p>WVDE Office of Early Learning NIEER</p>	<p>Implementation plan for incorporating School Readiness Information System Reports for the birth-age five community.</p>	<p>WVDE OEL; WVDE OIS</p>	<p>Potential budget cuts at the state and federal levels.</p>
<p><u>School Year 2014-15</u></p> <p>Development and implementation of School Readiness Reports Statewide</p> <p>WV First Grade Child Assessment System Implemented Statewide</p> <p>WV Second Grade Child Assessment System Pilot</p>	<p>WVDE Office of Early Learning NIEER</p>	<p>Implementation plan for incorporating School Readiness Information System Reports for the birth-age five community.</p> <p>Implementation plan for incorporating WV Early Childhood Formative Assessment System statewide.</p>	<p>Staff Time from WVDE OEL and WVDE OIS</p>	<p>Potential budget cuts at the state and federal levels.</p>
<p><u>School Year 2015-16</u></p> <p>Development and implementation of School Readiness Reports Statewide</p> <p>WV Second Grade Child Assessment System Implemented Statewide</p>	<p>WVDE Office of Early Learning NIEER</p>	<p>Implementation plan for incorporating School Readiness Information System Reports for the birth-age five community.</p> <p>Implementation plan for incorporating WV Early Childhood Formative Assessment System statewide.</p>	<p>Staff Time from WVDE OEL and WVDE OIS</p>	<p>Potential budget cuts at the state and federal levels.</p>
<p>1-10b. Development of WESTEST 2, Benchmark Standard Setting, and Cut Score Revision to Reflect National/International Rigor</p>				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<p><u>School Year 2007-08</u></p> <p>Development and Initial Administration of</p>	<p>WVDE Office of Assessment and Accountability CTB McGraw Hill</p>	<p>Request for Proposal for new statewide assessment. Chronicle of Global21 Initiative</p>	<p>N/A</p>	<p>N/A</p>

WESTEST 2	Teachers LEA Staff			
<u>February 2009</u> Initial Benchmark Standard Setting for WESTEST 2	WVDE CTB McGraw Hill Teachers LEA Staff	WESTEST 2 Bookmark Standard Setting Technical Report (first setting of WT2 Cut scores based on Field test data) 2009 WESTEST 2 Technical Report Chapter 8 pp. 398 - 438	N/A	N/A
<u>May 2009</u> WVBE Approves 2009 NAEP Benchmarked Cut Scores for WESTEST 2	WVBE	Approval of Cut Scores WVBE Minutes Approved Cut Scores and Achievement Descriptors	N/A	N/A
<u>November 2009</u> TAC Identifies Need to Adjust WESTEST 2 Cut Scores to Better Reflect Policy Expectations	WVDE CTB McGraw Hill Teachers LEA Staff	WESTEST 2 Cut Score Design Review: Proposal November 17, 2009 Meeting Agenda - November 17, 2009 PowerPoint Spring 2010 Presentation at CIL Meeting	N/A	N/A
<u>February 2010</u> WVDE Conducts 2010 Cut Score Revision for WESTEST 2	WVDE CTB McGraw Hill Teachers LEA Staff	2010 WESTEST 2 Technical Report Chapter 8 – pp. 206 – 245	N/A	N/A
<u>March 2010</u> WVBE Approves 2010 Revised Cut Scores for WESTEST 2	WVBE	Cut Scores Approved WVBE Minutes	N/A	N/A
1-10c. Development of West Virginia Growth Model				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>School Year 2009-10</u> WVDE Contracts with Dr. Damian Betebenner and the National Center for the Improvement of Educational Assessment (NCIEA) to Develop West Virginia Growth Model	WVDE Office of Assessment/Accountability WVDE Office of Research WVDE Office of Information Systems NCIEA	Agendas for meetings Contracts for Services Meeting Notes Growth Model Website	N/A	N/A
<u>School Year 2010-11</u>	WVDE Office of Assessment/Accountability	Paper outlining the West Virginia Growth Model	N/A	N/A

WVDE Contracts with Dr. Damian Betebenner and NCIEA to further customize syntax and business rules for WV Growth Model	WVDE Office of Research WVDE Office of Information Systems NCIEA			
<u>September 2011</u> WVDE Conducts State Level Training for County Superintendents and Chief Instructional Leaders on Interpretation of WV Growth Model Methodology and Reports	WVDE Office of Assessment and Accountability WVDE Office of Research LEA Staff	September 22, 2011 – Growth Model conference was conducted at the Charleston Civic Center, Charleston, WV Sign – in Sheets of participants Contracts for meeting space and hospitality	N/A	N/A
<u>September 2012</u> WVDE Conducts Regional Training for RESA and LEA Staff on Interpretation of WV Growth Model Methodology and Reports	WVDE Office of Assessment and Accountability WVDE Office of Research RESA Staff LEA Staff	Meeting Agendas Employee Travel Records Sign-in Sheets of Participants	WVDE OAA Staff RESA Staff LEA Staff	Potential Budget cuts at the state and federal levels.
<u>School Year 2012-13</u> WVDE provides teacher-level growth data to all teachers of record via WVEIS on the Web. WVDE provides interactive LEA, school, and grade-level Growth Reports WVDE Uses WV Growth Model as one Component of WV Accountability Index	WVDE Office of Assessment and Accountability WVDE Office of Information Systems	Teachers can access the data portal via http://wvde.state.wv.us/growth/access_data.html	WVDE OAA Staff WVDE OIS Staff	Potential budget cuts at the state and federal level. Staff Availability
<u>School Year 2013-14</u> First Year for Publication of Student Growth Reports for WV Parents.	WVDE Office of Assessment and Accountability WVDE Office of Information Systems	Student growth reports delivered to parents with an interpretation guide. Press Release for the SGR for parents	WVDE OAA Staff WVDE Office of Communications Staff WVDE OIS Staff	Potential budget cuts at the state and federal level.

1-10d. Augmentation of Interim/Diagnostic Assessments to Aid Teachers in Preparing Students for the CCSS				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>School Year 2012-13</u> Acuity and WV Writes Interim/Diagnostic Assessments Refreshed to Include CCSS-aligned items and writing prompts for Grades 4, 5, and 9	WVDE Office of Assessment and Accountability	Interim/Diagnostic Assessments available via the Acuity and WV Writes platforms. Updates for these programs are posted at: http://wvde.state.wv.us/oa/acuity.php http://wvde.state.wv.us/oa/wvwrites/wvwrites.html	WVDE Staff WV Teachers	Potential Budget cuts at the state and federal level
<u>School Year 2013-14</u> Acuity and WV Writes Interim/Diagnostic Assessments Refreshed to Include CCSS-aligned items and writing prompts for Grades 3, 6, 7, and 10	WVDE Office of Assessment and Accountability	Interim/Diagnostic Assessments available via the Acuity and WV Writes platforms. Updates for these programs are posted at: http://wvde.state.wv.us/oa/acuity.php http://wvde.state.wv.us/oa/wvwrites/wvwrites.html	WVDE Staff WV Teachers	Potential Budget cuts at the state and federal level
<u>School Year 2014 - 15</u> Acuity and WV Writes Interim/Diagnostic Assessments Refreshed to Include CCSS-aligned items and writing prompts for Grades 8 and 11	WVDE Office of Assessment and Accountability	Interim/Diagnostic Assessments available via the Acuity and WV Writes platforms. Updates for these programs are posted at: http://wvde.state.wv.us/oa/acuity.php http://wvde.state.wv.us/oa/wvwrites/wvwrites.html	WVDE Staff WV Teachers	Potential Budget cuts at the state and federal level
1-10e. Administration of Smarter Balanced and DLM Assessments				
Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>School Year 2012-13</u> WV Participates in Field Tests for Smarter Balanced Assessment. WV Conducts Pilot of Online Assessment Administration to gauge level of administrative effort for Smarter Balanced Assessment.	WVDE Office of Assessment and Accountability LEA Staff	Meeting Minutes, rosters of attendance, and schedules for field testing of the Smarter Balanced Assessments Meeting minutes, rosters of attendance, schedules and technical reports for the pilot online administration.	Smarter Balanced Assessment Platform, state staff, SBAC staff CTB/McGraw-Hill WVDE OAA staff 2 year freeze on textbook adoptions in 2010 – 11 and 2011 – 12 in order for LEAs to use these funds to improve technology infrastructure.	The unknown capability of the technology infrastructure to support the task. Training of LEA personnel to administer the online assessments. Potential budget cuts at the state and federal level.

<p><u>June 2013</u></p> <p>WV Participates in Field Tests for Dynamic Learning Maps Assessment</p>	<p>WVDE Office of Assessment and Accountability LEA Staff</p>	<p>Meeting minutes, rosters of attendance, schedules and reports for the pilot online administration of the Dynamic Learning Maps assessment.</p>	<p>Dynamic Learning Maps Consortium WVDE OAA Staff WVDE OSP Staff 2 year freeze on textbook adoptions in 2010 – 11 and 2011 – 12 in order for LEAs to use these funds to improve technology infrastructure.</p>	<p>The unknown capability of the technology infrastructure to support the task. Training of LEA personnel to administer the online assessments. Potential budget cuts at the state and federal level.</p>
<p><u>School Year 2014-15</u></p> <p>WVDE Implements First Year of Smarter Balanced Assessment in Grades 3-8 and 10.</p> <p>WVDE Implements First Year of Dynamic Learning Maps Alternate Assessment Aligned to CCEE</p>	<p>WVDE Office of Assessment and Accountability LEA Staff</p>	<p>Meeting minutes, rosters of attendance, test results, and participation rates at the school, district and state levels.</p>	<p>Smarter Balanced Assessment Consortia WVDE OAA Staff 2 year freeze on textbook adoptions in 2010 – 11 and 2011 – 12 in order for LEAs to use these funds to improve technology infrastructure.</p>	<p>The unknown capability of the technology infrastructure to support the task. Training of LEA personnel to administer the online assessments. Potential budget cuts at the state and federal level.</p>

Appendix 3:

Additional Materials Related to Principles 3.A and 3.B

3.1 – WVBE Policy 5100

3.2 – Rubrics for Professional Teaching Standards

3.3 – WVBE Policy 5310

3.4 – Minutes from the July 13, 2011 Meeting of the WVBE Approving a Waiver of Policy 5310 Allowing 25 Schools to Pilot the Revised Educator Evaluation System.

3.5 – Minutes from the July 21, 2012 Meeting of the WVBE Approving a Waiver of Policy 5310 Allowing 111 Additional Schools to Join the Pilot of the Revised Educator Evaluation System.

3.1 – WVBE Policy 5100

TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION

SERIES 114

APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION
PROGRAMS (5100)

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**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 114
APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION PROGRAMS (5100)**

§126-114-1. General.

1.1. Scope. - This legislative rule establishes the process for developing, implementing, and receiving West Virginia Board of Education, hereinafter WVBE, approval to operate an educational personnel preparation program leading to West Virginia licensure in an institution of higher education.

1.2. Authority. - W. Va. Constitution, Article XII, §2 and W.Va. Code §§18-2-5, 18A-3-1a, 18A-3-2b, and 18A-3-10.

1.3. Filing Date. – January 12, 2012.

1.4. Effective Date. – February 13, 2012.

1.5. Repeal of Former Rule. - This legislative rule amends W.Va. §126CSR114, West Virginia Board of Education Policy 5100 – Approval of Educational Personnel Preparation Programs filed September 9, 2011, and effective October 11, 2011.

§126-114-2. Summary.

2.1. This rule outlines the framework for developing, implementing and approving educational personnel preparation programs. Major program components are defined, assessment instruments and/or procedures are identified, and the minimum proficiency levels are prescribed for the WVBE adopted instruments. Program approval criteria for program implementation are also identified.

§126-114-3. Purpose.

3.1. The purposes of this policy are to: a) establish a collaborative process for program approval; b) improve educational personnel preparation programs and potential educational personnel by incorporating program guidelines based on research and best practices; c) ensure that those who are prepared for employment in the public schools have the knowledge, skills and dispositions necessary to function as entry-level members of the profession; and d) ensure that higher education institutions work collaboratively with the public schools in designing and delivering professional educator preparation experiences to increase student achievement through written agreements with public schools. This policy relates only to the approved teacher education program element of licensure. Hence, the policy does not supersede any licensure requirements mandated by West Virginia Code and/or WVBE rules outlined in W.Va. §126CSR136, West Virginia Board of Education Policy 5202 - Minimum Requirements for the

Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications (hereinafter Policy 5202).

3.2. This policy commits the WVBE to develop, revise or adopt the program objectives, assessment instruments, and proficiency levels for the professional preparation of educational personnel through a collaborative effort involving the West Virginia Commission for Professional Teaching Standards, hereinafter WVCPTS, the West Virginia Department of Education, hereinafter WVDE, the governing boards for public and private West Virginia institutions of higher education, public school administrators, and classroom teachers.

§126-114-4. Authority of the WVBE.

4.1. All educational personnel preparation programs that result in West Virginia licensure require the approval of the WVBE. This approval requirement applies to new and continuing programs and to any institution seeking initial approval to offer educational personnel preparation programs.

4.2. The WVBE shall adopt standards and procedures for the approval of educational personnel preparation programs that enable prospective educators who satisfactorily complete such programs and licensure requirements to be licensed in West Virginia.

4.3. The WVBE establishes the WVCPTS to serve as its advisory body on matters related to the preparation of educational personnel. The WVBE shall establish regular communications with the WVCPTS and may solicit its recommendations prior to taking official action on educational personnel preparation policies. (See W.Va. §126CSR154 West Virginia Board of Education Policy 5050 - West Virginia Commission for Professional Teaching Standards.)

4.4. The WVBE acknowledges that the governing boards of public higher education institutions and the appropriate governing body of a private higher education institution may establish standards and accreditation procedures, including a requirement that the institution(s) attain National Council for Accreditation of Teacher Education, hereinafter NCATE, accreditation for the teacher education programs under their respective jurisdictions. The WVBE pledges its cooperation with the governing boards or bodies and the institutions under their control in establishing jointly agreed to program review procedures pursuant to Section 12.3 of this policy that: a) respect any applicable standards or accreditation procedures, whether established by the WVBE or the higher education governing boards(s) or body(ies) and b) emphasize cooperation, minimize duplication, and specify the process and materials to be covered in the review.

§126-114-5. Definitions.

5.1. Accredited Institution of Higher Education. - A college or university accredited: 1) by the official accrediting agency of the state in which the institution is located and 2) by one of the six (6) regional accrediting agencies recognized by the National Commission on Accrediting (Middle States, New England, Northwest, North Central, Southern, and Western Associations) **OR** by one of the National Faith-Related Accrediting Organizations recognized by the Council

of Higher Education Accreditation and the United States Department of Education (Association for Biblical Higher Education Commission on Accreditation, Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission, Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and Transnational Association of Christian Colleges and Schools Accreditation Commission), OR by the Association of Independent Colleges and Schools, to award degrees at a stipulated level, i.e., bachelor's degree, master's degree, and/or doctorate.

5.2. Admission to an Approved Program. - The filing of an application by a prospective educator declaring himself/herself as a candidate to complete an approved teacher education program and the institution's formal acceptance of the student based on his/her satisfying the admission criteria. The criteria for admission are established by the institution but generally include stated requirements in the form of overall grade point average, successful completion of designated courses, passing standardized tests, and passing institutionally established performance assessments in speaking, listening, and educational technology.

5.3. Approved Program. - A preparation program for professional educators based on WVBE adopted program objectives and guidelines which is delivered by a regionally accredited college or university and which has been approved by the WVBE for issuance of a professional certificate.

5.4. Authorized Agency. - The state agency designated by the WVBE to administer program approval standards and procedures approved by the WVBE. Currently, the WVDE serves as the WVBE's authorized agency.

5.5. Collaborative Program. - Approved educational personnel preparation program that is delivered as the result of a formal written agreement between two or more West Virginia institutions of higher education to enable prospective educators to receive licensure in a content specialization that is not available at the home institution and that is approved for the cooperating institution.

5.6. Endorsement. - The specialization(s) and grade levels appearing on any license, authorized by the WVBE which govern the legal assignment within the public schools of West Virginia (W.Va. Code §18A-3-1).

5.7. Educational Personnel Preparation Advisory Committee. (EPPAC). - This committee is comprised of public school and higher education teachers and administrators who advise the chief teacher education officer on personnel preparation matters. All institutions offering WVBE-approved programs are required to have an EPPAC.

5.8. Field-based Experiences. - Educational training activities organized by the college and university teacher preparation programs for the student teacher candidate which are structured to ensure significant exposure to diverse (multi-cultural), at-risk and special needs learners. Significant field experiences are those experiences completed under the direction of the institution and cooperating teacher. The experiences are arranged by the institution with the cooperating teachers such that the cooperating teachers have a thorough understanding of the

institution's expectations for the candidates during the experiences. During such experiences teacher candidates should work directly with students (i.e., plan and teach lessons).

5.9. License. - The term used for any or all of the documents issued by the State Superintendent of Schools under state law and regulations of the WVBE that empower the holder to perform designated services within the public schools.

5.10. National Council for the Accreditation of Teacher Education. (NCATE). - This organization reviews and accredits an institution's Professional Education Unit based on compliance with national standards related to the functioning of the unit. Insofar as this policy is concerned, NCATE accreditation of an institution's Professional Education Unit is optional.

5.11. Performance-Based Assessment. - The process whereby a cooperating public school professional(s) and a higher education faculty member(s) judge a prospective educator's ability to integrate content, basic professional knowledge and pedagogical skills in an appropriate educational setting in which the prospective educator anticipates licensure.

5.12. Professional Education Unit. - The administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other educational personnel. The Professional Education Unit is sometimes referred to as "the Unit."

5.13. Program Approval Status. - All professional preparation programs will be classified as follows: "Initial Approval Status," "Continuing Approval Status," or "Conditional Approval Status."

5.13.a. Initial Approval Status. - This term is used for new professional preparation programs. "Initial Approval Status" will be granted for a period of five years. During each of those five years, the institution will be required to document in its annual report the progress it is making to ensure the success of its graduates to promote student achievement in the public schools in the institution's service region. During the "Initial Approval Status" stage, the institution may recommend graduates for West Virginia certification. At the end of the five-year "Initial Approval Status" period, the institution will receive another visit from the WVDE at which time a final recommendation will be made to the WVBE to reclassify the status of the institution to "Continuing Approval Status."

5.13.b. Continuing Approval Status. - This term applies to all West Virginia higher education institutions that have a currently approved program with the WVBE. "Continuing Approval Status" is granted for a period of seven years. To maintain "Continuing Approval Status" programs with the WVBE, educator preparation programs must undergo the continuing program review and receive approval every seven years.

5.13.c. Conditional Approval Status. - This term applies to educator preparation programs that do not meet one or more of West Virginia Educator Preparation Program Standards (See Appendix A-5 of this policy) or has other capacity limiting problems. Programs with "Conditional Program Status" must undergo a Program Approval review process within 18

months. At that point, the educator preparation program will receive “Continuing Approval” or program approval will be withdrawn.

5.14. Program Review Board. - The WVBE has created the Educator Preparation Program Review Board to make recommendations to the WVBE regarding initial and continuing educator preparation program approval.

5.15. Regionally Accredited Institution of Education - A college or university accredited by: 1) the official accrediting agency of the state in which the institution is located, and 2) one of the six regional accrediting agencies recognized by the National Commission on Accrediting (Middle States, New England, Northwest, North Central, Southern and Western Associations) to award degrees at a stipulated level, i.e., bachelor’s degree, master’s degree and/or doctoral degree.

5.16. Specialization. - The specific teaching, administrative, or student support area listed on the educator’s license to which s/he may be legally assigned within the public schools.

5.17. Subject-Area Major. – A minimum of 30 semester hours in a specific content area.

5.18. Subject-Area Minor. – A minimum of 15 semester hours in a specific content area.

5.19. Teacher Education Accreditation Council (TEAC). - This organization reviews and accredits an institution’s Professional Education Unit based on compliance with national standards related to the functioning of the unit. Insofar as this policy is concerned, TEAC accreditation of an institution’s Professional Education Unit is optional.

§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 (3) components: preprofessional skills, content specialization, and professional education. The three (3) 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 guide “Test at a Glance” for the Praxis I, Pre-Professional Skills Tests (PPST). 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. - The educator's preprofessional skills in reading, writing and mathematics shall be assessed using the Educational Testing Service's PPST. The WVBE shall establish the acceptable levels of performance on the PPST in reading, writing, and mathematics. Individuals must meet the acceptable levels of performance on the PPST in reading, writing, and mathematics, or qualify for an exemption as identified in Section 6.2.c. of this policy, prior to formal admission to a WVBE-approved educator preparation program. The institutions shall establish the assessments and acceptable levels for the speaking, listening, and educational technology skills.

6.2.c. PPST Waivers. - In lieu of taking the WVBE-approved PPST, 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 American College Testing (ACT) Program or the Scholastic Achievement Test (SAT). See Appendix E of this policy for currently approved ACT and SAT scores. Waivers 6.2.c.1, 6.2.c.2 and 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 Appendix E 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.

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 Section 5.18 of this policy, 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 Section 6.3.b.3.B. of this policy 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 Section 6.3.b.3.B. of this policy 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.D. Each secondary-level certification area referenced in Section 6.3.b.3.B. of this policy must meet expectations of academic rigor similar to that of the corresponding baccalaureate degree programs. While the subject-area curriculum of the teacher preparation program may vary somewhat from the subject-area curriculum of the baccalaureate degree program, it must include some form of culminating educational experience in the content area, such as a capstone course. At the discretion of the institution, the curriculum may include applied courses in the content areas as deemed appropriate.

6.3.b.3.E. All secondary-level education certification areas not referenced in Section 6.3.b.3.B. of this policy must contain a subject-area major as defined in Section 5.17 of this policy.

6.3.b.3.F. All course work in a secondary-level teacher preparation program must be taught by faculty with appropriate in-field academic credentials. Typically, the faculty would serve in the academic department.

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 eighteen 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), if adopted, indicated for the anticipated specialization(s). A listing of current WVBE-required tests and passing scores is found in Appendix E of this policy.

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 and content knowledge into successful learning experiences for students. Each institution is required to develop a conceptual framework rooted in the Conceptual Foundation for Teaching and Learning in West Virginia (See Appendix A-1 of this policy) that establishes the shared vision for the unit's endeavor in preparing educators to work effectively in PreK-Adult schools. The conceptual framework shall include a description of its prospective professional educator by identifying the knowledge, skills, and dispositions it expects to develop and assess. The description 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. The description shall reflect the appropriate West Virginia Professional Educator Standards listed in Appendices A-2 through A-4 of this policy. The educational technology skills for this component are listed in Appendix C of this policy.

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

6.4.b.1. Professional Knowledge Assessment and Proficiency Levels. - Candidates completing a WVBE-approved teacher education program for any professional educator license shall pass a WVBE-adopted Principles of Learning and Teaching Praxis II test that includes at least a portion of the grade levels indicated on the anticipated license. (See Appendix E of this policy 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. 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. The 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.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 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 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, by the state's authorized agency, in which the clinical experience is occurring. A public school is defined as an agency licensed by the state. The candidate must be assessed during the clinical experience in a least one specialization 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.

6.4.b.5.A. Any PreK-Adult program is required to contain clinical practice at both the elementary and middle or secondary levels. Field based experiences and/or clinical practice must be completed at a minimum of three different programmatic levels. The third programmatic level will be determined by the institution of higher education.

6.4.b.5.B. Any K-Adult program is required to contain clinical practice at both the elementary and middle or secondary levels. Field based experiences and/or clinical practice must be completed at a minimum of three different programmatic levels. The third programmatic level will be determined by the institution of higher education.

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

6.4.b.5.D. Any 9-Adult program is required to contain field based experiences and/or 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. A placement in any grade including 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 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 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 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 in which the clinical experience is occurring. The candidate must be assessed during the clinical experience in a least one specialization 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 Section 6.4.b.5.A-E of this policy.

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 Section 6.4.b.5.B. of this policy.

6.4.b.6.B. Twelve 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. Two Hundred 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 two hundred clock hours of field-based experiences in a public school, as defined in Section 6.4.b.5. of this policy, under the direction of a public school teacher licensed to teach in the state in which the field experiences are occurring.

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 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: State Board 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.

§126-114-7. Alternative Preparation Program Requirements: General Education Teacher.

7.1. General Requirements. - In accordance with W.Va. Code §18A-3-1a, an individual wishing to enroll in an alternative preparation program must meet the following criteria:

7.1.a. possess the minimum of a bachelor's degree, including bachelor's degrees based upon verification by a WVDE-approved foreign credential evaluating agency as specified in Policy 5202, in a field related to the area in which the individual seeks certification and from a regionally accredited institution of higher education, as defined in Section 5.15 of this policy; **AND**

7.1.b. meet the proficiency score(s) on the state competency exam(s) in preprofessional skills or qualify for an exemption as described in Section 6.2.c of this policy (Refer to Appendix E of this policy for a list of the required exams.); **AND**

7.1.c. meet the proficiency score(s) on the state competency exam(s) in content or qualify for an exemption as described in Policy 5202 in the area for which s/he is seeking certification or provide acceptable documentation of related life experiences to the entity providing the program for those content areas that do not have a required competency exam (Refer to Appendix E of this policy for a list of the required exams.); **AND**

7.1.d. be a citizen of the United States; be of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and have attained the age of eighteen years on or before the first day of October of the year in which the individual enrolls in the alternative preparation program; **AND**

7.1.e. is offered employment in a shortage area, as defined in Policy 5202, by a county school district; **AND**

7.1.f. complete a West Virginia State Police and Federal Bureau of Investigation background check.

7.2. Program Requirements. In accordance with W.Va. Code §18A-3-1a, a WVBE-approved alternative preparation program must contain the following phases and/or components and satisfy the WVBE-program approval requirements as specified in Section 12 of this policy:

7.2.a. Instruction. - The alternative preparation program must provide 18 semester hours of instruction in the areas of student assessment, development and learning, curriculum, classroom management, the use of educational computers and other technology, and special education and diversity. All programs must contain a minimum of three semester hours of instruction in special education and diversity out of the 18 required semester hours.

7.2.b. Phase I. - Phase I shall consist of a period of intensive on-the-job supervision by an assigned mentor and the school administrator for a period of not less than two weeks and no more than four weeks. The assigned mentor shall meet the requirements for mentor set forth in W.Va. Code §18A-3-2b and be paid the stipend pursuant to that section. During this time, the teacher shall be observed daily. This phase shall include an orientation to

the policies, organization and curriculum of the employing district. The alternative program teacher shall receive formal instruction in those areas listed in Section 7.2.a of this policy during Phase I.

7.2.c. Phase II. - Phase II shall consist of a period of intensive on-the-job supervision beginning the first day on which the alternative program teacher completes Phase I and continuing for a period of at least ten weeks. During Phase II, the alternative program teacher shall be visited and critiqued no less than one time per week by members of a professional support team, defined in Section 7.3 of this policy, and shall be observed and formally evaluated at the end of five weeks and at the end of ten weeks by the appropriately certified members of the team. At the end of the ten-week period, the alternative program teacher shall receive a formal written progress report from the chairperson of the support team. The alternative program teacher shall receive formal instruction in those areas listed in Section 7.2.a of this policy during Phase II.

7.2.d. Phase III. - Phase III shall consist of an additional period of continued supervision and evaluation of no less than 20 weeks duration. The professional support team will determine the requirements of this phase with at least one formal evaluation being conducted at the completion of the phase. The alternative program teacher shall receive formal instruction in those areas listed in Section 7.2 of this policy during Phase III and receive opportunities to observe the teaching of experienced colleagues.

7.3. Professional Support Team.

7.3.a. Composition of Professional Support Team. - The professional support team shall be comprised of a school principal, an experienced classroom teacher who satisfies the requirements for mentor for the Beginning Education Internship as specified in W.Va. Code §18A-3-2b, a college or university education faculty member and a curriculum supervisor. Districts or schools that do not employ curriculum supervisors or have been unable to establish a relationship with a college or university shall provide for comparable expertise on the team. The school principal shall serve as chairperson of the team.

7.3.b. Evaluation of Alternative Program Teacher. - The professional support team shall submit a written evaluation of the alternative program teacher to the county superintendent. The written evaluation shall be in a form specified by the county superintendent and submitted on a date specified by the county superintendent that is prior to the first Monday of May. The evaluation shall report the progress of the alternative program teacher toward meeting the academic and performance requirements of the program.

7.3.c. Training of Professional Support Team. - The training for professional support team members shall be coordinated and provided by the Center for Professional Development, hereinafter CPD, in coordination with the school district, consortium of schools, regional education service agency, and institution of higher education, or any combination of these agencies as set forth in the plan approved by the WVBE.

7.4. Alternative Preparation Program Providers. - A college or university, school, school district, consortium of schools, and/or regional education service agency seeking to employ an alternative program teacher must submit a plan to the WVBE and receive approval in accordance with W.Va. Code §18A-3-1a.

§126-114-8. Alternative Preparation Program Requirements: Special Education Teacher.

8.1. General Requirements. - In accordance with W.Va. Code §18A-3-1a for special education teachers, an individual wishing to enroll in an alternative preparation program must meet the following criteria:

8.1.a. possess the minimum of a bachelor's degree, including bachelor's degrees based upon verification by a WVDE-approved foreign credential evaluating agency as specified in Policy 5202, from a regionally accredited institution of higher education, as defined in Section 5 of this policy; AND

8.1.b. meet the proficiency score(s) on the state competency exam(s) in preprofessional skills or qualify for an exemption as described in Section 6.2.c. of this policy (Refer to Appendix E of this policy for a list of the required exams.); AND

8.1.c. be a citizen of the United States; be of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and have attained the age of eighteen years on or before the first day of October of the year in which the individual enrolls in an alternative preparation program; AND

8.1.d. complete a West Virginia State Police and Federal Bureau of Investigation background check pursuant to W.Va. Code §18A-3-10.

8.2. Program Requirements. - In accordance with W.Va. Code §18A-3-1a, alternative programs for the preparation of special education teachers may be developed to prepare such teachers for the special education teacher's role in providing and supporting the delivery of instructional services to students with disabilities. In order to assure learning at a high level for all students, the standards specified in Appendix A-2 of this policy shall be followed for the preparation of alternatively prepared special education teachers.

8.2.a. All alternative preparation programs leading to licensure in special education shall include a minimum of 21 semester hours of instruction in research-based reading strategies (minimum of six semester hours), research-based mathematics strategies (minimum of three semester hours), legal foundations and introduction to special education (minimum of three semester hours), diagnostic evaluation and early intervention strategies (minimum of three semester hours), and consultation (minimum of three semester hours). Programs shall also contain instruction focused on developing IEPs with WVBE content standards and objectives, differentiated instruction, and Positive Behavioral Interventions and Supports.

8.2.b. For currently certified special education teachers who lack content preparation in the area(s) in which they are currently teaching, alternative programs may be

developed to provide these teachers with instruction in the necessary content. These programs shall incorporate professional development to the maximum extent possible to provide the necessary content preparation.

8.2.c. For teachers not currently certified in special education, alternative programs may be developed in accordance with Section 8.2.a. of this policy to provide these teachers with instruction in the skills necessary to provide and support the delivery of instructional services to students with disabilities. At the conclusion of the alternative preparation program, teachers completing this program shall be required to meet the proficiency score(s) on the appropriate state competency exam(s) in special education as identified in Appendix E of this policy.

8.2.d. For individuals not currently licensed, alternative programs may be developed in accordance with Section 8.2.a. of this policy to provide these individuals with instruction in the skills necessary to provide and support the delivery of instructional services and content to students with disabilities. At the conclusion of the alternative preparation program, individuals shall be required to meet the proficiency score(s) on the appropriate state competency exam(s) in special education and professional education as identified in Appendix E of this policy.

8.3. Alternative Preparation Program Providers. - The WVDE, a college or university, school, school district, consortium of schools, and/or regional education service agency seeking to employ and/or prepare an alternative program teacher must submit a plan to the WVBE and receive approval in accordance with W.Va. Code §18A-3-1a.

§126-114-9. Professional Educator Preparation Program Requirements: Student Support and Administration.

9.1. Program Components. - All student support and administrative preparation programs shall consist of three (3) components: preprofessional skills, content specialization, and professional education. The three (3) components, including the associated educational technology and skills, are necessary to satisfy WVBE-approved program requirements.

9.2. Preprofessional Skills Component. - All provisions of this component described for teaching specializations (see Section 6.2 of this policy) apply for student support and administrative specializations.

9.3. Content Specialization Component. - All provisions of this component described for teaching specializations (see Section 6.3 of this policy) apply for student support and administrative specializations except in Section 6.3.a, item 3 of this policy, WVBE content standards and objectives for the public school curriculum pertaining to the specializations.

9.3.a. Instructional Technology Content in Administrator Preparation. All administrator preparation programs must contain a minimum of three semester hours of preparation in instructional technology which incorporate the standards identified in Appendix C-2 of this policy.

9.4. Professional Education Component.

9.4.a. Component Description. - The professional education component for student support services and administrative programs prepares the candidate to integrate the professional pedagogy and the specialization knowledge and skills in an educational setting for the delivery of effective student support services programs or effective leadership roles in an educational setting. The professional education standards are listed in Appendices A-3 and A-4 of this policy.

9.4.b. Component Assessment. - The component shall be assessed as part of the program review process.

9.4.b.1. Performance assessment instruments and procedures shall be developed at the institutional level and procedures for their administration shall be based on the professional education standards in Appendix A of this policy and those performance indicators that are implied in the content specialization standards.

9.4.b.2. The acceptable proficiency level on the professional performance assessment shall be established collaboratively by public school administrators, student support personnel or administrators, and teacher education faculty.

9.4.c. Educator's Assessment and Proficiency Levels.

9.4.c.2. Professional Knowledge Assessment and Proficiency Levels. - Each candidate completing a WVBE-approved program shall be assessed using the institution's performance instrument(s) and procedures developed collaboratively with cooperating public school personnel. A candidate for a student support services specialization is required to complete a performance assessment in each specialization for which licensure is requested. The specialization will be the PreK-Adult programmatic level, therefore, the performance assessment may be completed at any programmatic level.

9.4.c.3. The performance assessments for administrative endorsements shall be administered by a local team composed of the higher education supervisor and public school cooperating personnel or their specified designee. When a public school cooperating educator is not available to administer the performance assessment, higher education may designate an institution-based clinical supervisor in lieu of the public school supervisor. Verification that the candidate has attained the proficiency level shall be determined by both college supervisor and cooperating public school personnel, except where the institution-based clinical supervisor is used under the conditions noted.

§126-114-10. Additional Program Requirements.

10.1. Program Admission, Retention and Exit criteria. - Admission, retention and exit criteria for educational personnel preparation programs shall be determined by the institutions' written policies.

10.2. EPPAC. - Each institution of higher education that offers a WVBE-approved educational personnel preparation program shall have an EPPAC which consists of representatives from college and university educators, teacher education students, public school administrators and classroom teachers, and community representatives. The WVDE shall appoint a liaison to serve as a member of each institution's EPPAC. The liaison to the institution from the WVDE shall serve in a nonvoting role. EPPAC serves as an advisory body to the institution's chief educational personnel preparation officer in developing and reviewing all programs and policies for the preparation of educational personnel with the institution. The EPPAC shall meet at least once a semester and shall review matters pertaining to the preparation and licensure of personnel including the following:

10.2.a. New and revised preparation programs.

10.2.b. Admission, retention and exit criteria.

10.2.c. Preprofessional skills, content specialization, and professional education assessments.

10.2.d. Educational technology activities and assessments.

10.2.e. Annual testing and supply/demand reports.

10.2.f. WVBE and national program reviews and findings.

10.2.g. WVBE educational preparation and licensure policies and statutes.

10.2.h. Recruitment of students.

10.2.i. Clinical and field experiences.

10.2.j. Development and preparation of policies and programs for inclusion in WVBE self-study materials.

10.2.k. Program Modifications. - Substantive program modification, (e.g., addition or deletion of courses, significant changes in course content or clinical experiences), must be submitted to the EPPAC for review. Following the EPPAC review, the institution's administrator for educational personnel preparation programs shall submit a letter summarizing the nature of changes and new curriculum summary sheet to the WVBE. Substantive program modifications that consist of the addition, deletion and/or modification of greater than six semester hours of course work must be submitted to and reviewed by the Educator Preparation Program Review Board. After its review of proposed program modifications, the Educator Preparation Program Review Board will submit its recommendation for acceptance or rejection of the proposed changes to the WVBE. The WVDE shall acknowledge by letter to the institution's administrator for education personnel preparation program the WVBE's acceptance or rejection of the modification. If accepted, the modification shall be incorporated into the

institution's approved program materials on file at the state. Any changes made to an existing WVBE-approved educational personnel preparation program shall be included in the institution's annual report submitted to the WVDE.

10.2.1. An executive summary, including supporting appendices of all EPPAC meetings, shall be included in the institution's annual report.

10.3. Second Field/Programmatic Level Requirements. - An institution may offer a specialization at a single or at multiple programmatic levels as indicated in Appendix D of this policy. However, the institution may establish an institutional policy related to the number of programmatic levels and specializations required for a candidate to satisfy an approved program and recommendation for licensure except for specializations identified in Section 10.4 of this policy.

10.4. Specialization Prerequisites, Restrictions and Timelines.

10.4.a. Gifted. - Gifted education must be taken in combination with a general education specialization leading to an endorsement on a Professional Teaching Certificate. The gifted education endorsement shall be issued for the 1-12 grade levels. Individuals admitted to teacher preparation programs in gifted must hold, qualify for or simultaneously complete a specialization in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies as recognized on a Professional Teaching Certificate.

10.4.b. Middle Childhood (5-9). - A middle childhood (5-9) program (i.e., English 5-9, general science 5-9, mathematics 5-9, social studies 5-9) must be taken in combination with another general education specialization leading to an endorsement on a Professional Teaching Certificate.

10.4.c. Reading Education - Reading education must be taken in combination with a general education specialization leading to an endorsement on a Professional Teaching Certificate. The reading education endorsement shall reflect those grade levels that appear on an individual's Professional Teaching Certificate as they relate to the general education endorsement(s).

10.4.d. Special Education. - Effective January 1, 2006, individuals admitted to teacher preparation programs in autism, emotional/behavior disorders (excluding autism), mental impairments (mild/moderate), multi-categorical and specific learning disabilities must hold, qualify for or simultaneously complete a specialization in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies as recognized on a Professional Teaching Certificate. Individuals completing an early childhood or elementary education specialization in conjunction with one or more of the special education specializations identified in this section will be granted their special education specialization(s) for the (K-6) programmatic level. Individuals completing one or more of the secondary specializations identified in this section with one or more of the special education specialization(s) identified in the section will be granted their special education

specialization(s) for the (5-Adult) programmatic level. If an individual does not hold any of the endorsements identified in this section, s/he must complete a restricted content endorsement offered through the WVDE in biology, English, general science, mathematics and/or social studies in conjunction with the special education 5-Adult program.

10.5. Program Requirements, Assessments and Test Scores.

10.5.a. Validity Period. - The validity period for a test and a passing score is ten years from the date on which the candidate passed the assessment. In those circumstances where the WVBE has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period. A candidate whose test scores exceed the ten-year validity period at the time of application for licensure is required to satisfy current tests, passing scores and any changes in the program requirements.

10.5.b. Failure to Apply for Licensure. - A candidate who fails to apply for licensure within 12 months from the date of eligibility for licensure is required to satisfy any additional test and program components in effect at the time of application and to comply with conditions outlined for the validity periods.

10.5.c. New Specializations on a Professional Certificate. - A candidate who wishes to add a new specialization to his or her Professional Teaching Certificate is required to satisfy the approved program content requirements and the testing requirements for the new content specialization if a test is available. It is assumed that a candidate who holds a Professional Teaching Certificate has previously satisfied requirements in the Professional Education and Preprofessional Skills components and that a candidate who holds either the Professional Service or Professional Administrative Certificate has satisfied the Preprofessional Skills component. Institutions may modify this requirement for a candidate seeking an additional specialization based on the candidate's work or career experiences. In addition to satisfying the approved program content requirements and testing requirements for the new content specialization, if available, individuals wishing to add a new specialization to the Professional Teaching Certificate must also complete a supervised practicum which includes a performance assessment. Institutions of higher education will determine the method for and the amount of clinical and/or field-based experiences necessary to satisfy the requirements specified in Section 6.4.b.2.

10.5.d. Substitution of National Evaluation Systems (NES) Content Test in Special Education for Praxis II Education of Exceptional Students: Core Content Knowledge Test. - A candidate who successfully completed the NES test in emotional/behavior disorders, mentally impaired or specific learning disabilities is not required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test since it is assumed this content was included in the NES special education content test.

10.5.e. Substitution of Praxis II Education of Exceptional Students: Core Content Knowledge Test (0351) for Praxis II Education of Exceptional Students: Core Content Knowledge (0353). - A candidate who successfully completed the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0351) prior to September 2010 is not

required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0353) since it is assumed this content was included in the Praxis II 0351 test.

§126-114.11. Authorization and Accreditation Requirements.

11.1. Institutional Authorization. - A publicly supported institution of higher education must be authorized by its governing board to offer a preparation program(s) leading to West Virginia licensure. In the case of private institutions, a letter from the chief executive officer of the institution authorizing the program offering must be provided.

11.2. Institutional Accreditation. - An institution offering WVBE-approved programs must hold regional accreditation as defined in Section 5.15 of this policy.

§126-114-12. Educator Preparation Program Approval Process.

12.1. Granting of Approved Program Status. - The WVBE is the statutory body with the authority to recognize educational personnel preparation programs leading to the licensure of educators to serve in the public schools of West Virginia. The Educator Preparation Program Review Board will recommend approval status to the WVBE consistent with the program classification and procedure contained in WVBE policies.

12.2. Initial Program Approval.

12.2.a. Request for Institutional Approval. - An institution that does not currently offer WVBE approved programs may notify the WVBE of its desire to offer such programs. This notification must be submitted in writing to the WVBE as least one year prior to the anticipated implementation date of the proposed program(s).

12.2.b. Prerequisite Requirements. - An institution seeking approval to offer WVBE-approved educational personnel preparation programs must meet authorization and accreditation requirements indicated in §126-114-11 prior to the review of the proposed program.

12.2.c. Self-Study. - Self-study and program approval procedures and requirements for a new institution are described in administrative guidelines available from the WVBE.

12.2.d. On-site Review. - New institutions are required to submit to an on-site review by a WVBE team, which cannot consist of an Educator Preparation Program Review Board member, in order to begin the implementation of an approved educational personnel preparation program and must be reviewed again at the end of the five-year period.

12.2.e. Program Status. - At the end of the five-year period, and based on the on-site review, the WVBE will reclassify the program as “continuing” or “conditional” status. If conditional approval is granted, the unit must schedule an on-site visit within two years of the semester in which the conditional approval decision was rendered. The unit, as a part of this

visit, must address all WVBE policies in effect at the time of the conditional approval review at the two-year point. This visit will result in a recommendation for either Continuing Approval or program termination.

12.3. Continuing Program Approval.

12.3.a. Program Review Agreements for Institutions Holding or Seeking NCATE Accreditation. - The WVBE is committed to working collaboratively with West Virginia institutions (public and private) that hold or are seeking NCATE accreditation for the purpose of minimizing duplication in the WVBE and NCATE review processes. Hence, the WVBE shall enter into agreements with the higher education governing boards and/or their institutions, separately or collectively, for the purpose of coordination of review procedures. Such agreements shall include, but are not limited to training a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools, program review timetables, format and content of institutional reports, selection/appointment, number and role of joint (state and NCATE) review team members and the reporting of program review results.

12.3.b. Program Review Agreements for Institutions Holding or Seeking TEAC Accreditation. - The WVBE is committed to working collaboratively with West Virginia institutions (public and private) that hold or are seeking TEAC accreditation for the purpose of minimizing duplication in the WVBE and TEAC review processes. Hence, the WVBE shall enter into agreements with the higher education governing boards and/or their institutions, separately or collectively, for the purpose of coordination of review procedures. Such agreements shall include, but are not limited to training a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools, program review timetables, format and content of institutional reports, selection/appointment, number and role of joint (state and TEAC) review team members and the reporting of program review results.

12.3.c. Program Review Agreements for non-NCATE and non-TEAC Institutions. The WVDE shall coordinate the review of educational personnel preparation programs offered by non-NCATE and non-TEAC institutions at least every seven years. The WVDE shall establish time lines related to the submission of data and other documentation of the institution's compliance with West Virginia Educator Preparation Program Standards, program approval criteria, the scheduling of program reviews, the role of state team review members, and procedures for the reporting of program review results. The state team members shall be selected and appointed from a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools by the WVDE.

12.3.d. Review of WVBE-Approved Programs at the Discretion of the WVDE. – The WVDE may determine that a review of WVBE-approved programs is necessary at a time that does not coincide with the institution's seven-year review scheduled through the NCATE, TEAC or WVDE continuing program review process. At its discretion, the WVDE may assemble a team of representatives from the WVDE, higher education and the public schools to review any matters of concern identified by the WVDE.

§126-114-13. Educator Preparation Program Review Board.

13.1. Educator Preparation Program Review Board Purpose. - The WVBE has created the Educator Preparation Program Review Board to make recommendations to the WVBE regarding initial and continuing educator preparation program approval.

13.2. Educator Preparation Program Review Board Composition. - The Educator Preparation Program Review Board shall be comprised of seven members selected from a pool of trained educator preparation program assessors/examiners; three members shall represent higher education (two representatives appointed by the West Virginia Higher Education Policy Commission and one representative appointed by the West Virginia Independent Colleges and Universities) and three members shall represent public education, grades PreK-Adult, appointed by the WVBE. Each year the chairperson of the WVCPTS shall appoint a higher education representative of the WVCPTS to the Educator Preparation Program Review Board. The terms of the Educator Preparation Program Review Board members shall be for three years. An Educator Preparation Program Review Board member must exempt himself/herself from deliberations and actions related to an institution's status if s/he is an employee of that institution or served as a team member during the institution's program review. Educator Preparation Program Review Board members may not be appointed to serve more than two consecutive terms.

13.3. Educator Preparation Program Review Board Functions. - The primary functions of the Educator Preparation Program Review Board are to: 1) review the findings of the State Team Reports from the state on-site reviews or other documents deemed appropriate or relevant to the approval status of the educational personnel preparation program; 2) review proposed content specializations; 3) solicit from institutional staff and/or team members clarification on questions that might arise during the review of materials; and 4) recommend approval to the WVBE for only those educational personnel preparation programs and/or their components which satisfy the WVBE criteria.

13.4. Educator Preparation Program Review Board Procedures. - The Educator Preparation Program Review Board member must exempt himself/herself from deliberations and actions related to an institution's status if s/he is a current employee of that institution or served as a team member during the institution's initial program review. The Educator Preparation Program Review Board shall meet at least once each semester unless no materials have been submitted to it for review and recommendation. Any new content specialization recommended for implementation will be recommended for approval until the institution's next state on-site review. If the Educator Preparation Program Review Board determines and verifies in its written report that a proposed new content specialization has serious weaknesses or lacks verification that the standards have been met, the Educator Preparation Program Review Board may withhold its recommendation for program implementation. When the findings in the State Team Report verify that a content specialization and/or its components have serious weaknesses or the program lacks adequate documentation validating that the program is in compliance with the West Virginia Educator Preparation Program Standards, the Educator Preparation Program Review Board may withhold its recommendation to the WVBE to grant continuing program

approval. Procedures for the operation of the Educator Preparation Program Review Board are outlined in the Guidelines for the Submission of New Content Specialization and the Guidelines for On-site Review Procedures.

§126-114-14. Annual Reports.

14.1. Annual Reports. - Each institution with a WVBE-approved program shall report annually to the WVBE on its progress to: a) meet any program component standards that are not fully met as identified by the Educator Preparation Program Review Board for new content specializations and/or reports from the state on-site review team, b) implement new legislative or WVBE initiatives or policies that impact the qualifications and preparation programs for new educational personnel, c) address any new program criteria that require implementation by the institution prior to the comprehensive or continuing on-site reviews, and d) maintain current program descriptions by identifying the major changes and initiatives undertaken during the past academic year. In addition to progress indicators, each institution shall contribute annually to the database related to the licensure and preparation of educational personnel and to the follow-up of the institution's graduates to ensure an adequate assessment of West Virginia's supply and demand for educational personnel. Data collected from institutions shall include, but not be limited to, demographics of the teacher candidates; the average raw score of candidates admitted to the program on the preprofessional skills test (taken prior to program admission); the number of candidates entering and completing student teaching in a reporting year; the number of graduates who passed state licensing exams (subject matter and pedagogy); the satisfaction rating by cooperating teachers on student teachers from the institution; the average raw score of candidates on subject matter and pedagogy exams; evidence that the program informs candidates of certification areas that are identified as low-need areas; and evidence that the program encourages candidates to pursue certification in high-shortage areas. Additional data to be collected shall include initiatives underway in the unit and the unit's involvement with P-12 schools. The WVBE shall review the annual reports for compliance with the WVBE criteria specified for the annual report and for ongoing performance indicators. If the WVBE has concerns about the quality of the program based on these reports or other accepted performance indicators, these concerns shall be identified in a written notice to the institution. Any weakness and/or concerns identified through the program approval process shall be monitored annually by the WVBE.

14.2. Noncompliance. - An institution that fails to submit or to meet the criteria for any WVBE and/or national report or monitoring is subject to having the institution's program approval status withdrawn in addition to paying the required federal fines. When an institution fails to submit the required information, the WVBE may recommend an alteration in the program's approval status to the WVBE for review and action.

§126-114-15. Procedures for Initiating a New Content Specialization.

15.1. Authorization. - An institution currently delivering approved educational personnel preparation programs must obtain approval from its governing board for the implementation of any new program prior to seeking review by the authorized agency. All institutions participating

in the collaborative delivery of a program shall obtain the authorization of their respective boards.

15.2. Self-Study. - The institution must develop a self-study that addresses all criteria established in the self-study guidelines for new content specializations. EPPAC review of the new content specialization must be documented.

15.3. Educator Preparation Program Review Board. - The self-study shall be submitted to the Educator Preparation Program Review Board for review. Upon review of the self-study, the Educator Preparation Program Review Board may:

15.3.a. Recommend to the WVBE that the program be implemented, with or without conditions; **OR**

15.3.b. Require additional documentation (written and/or as a result of an on-site review) to further determine the program's readiness for implementation; **OR**

15.3.c. Require additional program development before the program is recommended for implementation. The institution may request technical assistance from the authorized agency as provided in Section 18 of this policy.

§126-114-16. Procedures for Initiating an Experimental Program or for Conducting Research on Components on Implementation Procedures within Current Policy.

16.1. Experimental Programs. - An institution currently operating approved educational personnel preparation programs may seek approval for an experimental personnel preparation program in a teaching, student support services or administrative area where there is no current WVBE approved specialization leading to West Virginia licensure provided the self-study contains sufficient justification to warrant the new specialization. The institution is encouraged to collaborate with the WVDE during the program's initial planning stage. The institution must identify the program objectives for the experimental program from which the curriculum shall be developed. All aspects for the review and approval of an experimental program, other than WVBE adopted program objectives, are the same as those outlined in Section 15 of this policy for a new content specialization. The experimental program's self-study must comply with the guidelines adopted by the WVDE.

16.2. Research Options. - An institution operating approved educational personnel preparation programs may seek approval for a waiver from component requirements and or procedures in current policy for research purposes to determine if the alternative described in the waiver prepares candidates who are equal to or better than candidates subject to policy guidelines. Such request must be in writing and submitted to the Educator Preparation Program Review Board.

16.3. Program Guidelines. - An institution that seeks approval to offer an experimental program or a waiver of current policy must submit the proposal in research format by clearly indicating the objective of the project, the persons and agencies involved, the duration of the

project, the assessment procedures and time lines, and the project coordinator. The institution must also agree to prepare and submit a summary of its findings to the Educator Preparation Program Review Board, the WVCPTS and the WVDE.

§126-114-17. Educator Preparation Program Approval Waiver.

17.1. Waivers for new programs may be granted based on critical teacher shortage areas.

§126-114-18. Technical Assistance.

18.1. Technical Assistance in Program Development. - At the request of a West Virginia educational personnel preparation institution, the WVDE shall provide technical assistance for purposes of program development.

§126-114-19. Federal Monitoring.

19.1. Recent federal legislation will require the WVDE to conduct institutional monitoring following federally established guidelines. Federal monitoring requirements will be implemented pursuant to the procedures set forth in this policy whenever possible.

§126-114-20. Severability.

20.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

APPENDIX A-1**Conceptual Foundation
For Teaching and Learning in West Virginia****Vision Statement**

All students will achieve their maximum potential in order to become life-long learners and productive, responsible citizens. Therefore, it is fundamental to the interests of West Virginia's children to collaboratively maintain a thorough, efficient and accountable comprehensive educational system that meets the needs of West Virginia's future.

Core Beliefs

The education system in West Virginia is founded in the following beliefs about children, teaching, and learning:

- Students master core subjects in a contemporary context.
- Instruction always includes content in a contemporary context through the incorporation of relevant examples, applications and settings.
- Extensive contemporary content is available and used by students, including global awareness, civic and business literacy.
- Where applicable, schools create 21st century content that is relevant to the economic needs of their region, such as biotechnology, manufacturing or agricultural technology.
- Educational objectives and teaching strategies emphasize the integration of learning skills and 21st century tools, which comprises information, technology and communication (ITC) literacy.
- Learning skills and 21st century tools are used together to enable students to effectively build content knowledge.
- Through integrating learning skills and 21st century tools, students are able to do such things as access and communicate information, manage complexity, solve problems and think critically and creatively.
- 100% of students have access to 21st century tools.
- All assessment is learner-centered, formative, context-specific, ongoing and rooted in teaching strategies.

- All teachers use classroom assessments that demonstrate evidence of student performance in core subjects and 21st century skills.
- All teachers share with parents and students the information needed to monitor student progress in achieving learning goals.
- Students, teachers and parents always collaborate to monitor student progress in achieving learning goals and use assessment to evaluate long-term student progress.
- Most assessments use technology and record student performance as a means of tracking information over time.
- Teachers act as facilitators, resources and partners for teaching and learning.
- All teachers use adaptable and flexible teaching and learning strategies that integrate 21st century skills.
- All teachers act as role models in the application and use of 21st century skills.

Adopted from the Partnership for 21st Century Skills

APPENDIX A-2

West Virginia Professional Teaching Standards

Teachers play a new professional role as facilitators of education to assure that every student has the opportunity for success in life and in work in this global society. These professional teaching standards are the basis for teacher preparation, assessment of teacher practice and professional development. Professional teaching standards provide a common language that describes what a teacher needs to know and be able to do. The curriculum for West Virginia higher education teacher preparation programs that lead to certification should reflect, and be aligned to, these teaching standards.

Professional Teaching Standards:

These professional teaching standards provide the expectation that every West Virginia teacher will demonstrate expertise in five broad areas that are the basis for what teachers must know and be able to do:

- **Curriculum and Planning**
- **The Learner and the Learning Environment**
- **Teaching**
- **Professional responsibilities for self-renewal**
- **Professional responsibilities for school and community**

Standard 1: Curriculum and Planning

The teacher displays deep knowledge of the core content skills and tools and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness, economic, business and entrepreneurial literacy, civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content, and must be made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of and depth of knowledge in the West Virginia Content Standards and Objectives. The teacher uses knowledge of content, process and 21st century learning skills to move beyond being a *provider* of knowledge to being a *facilitator* of learning. Experiences are created to advance student learning and systems thinking through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

Function 1A: Core Content – *The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.*

Function 1B: Pedagogy – *The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.*

Function 1C: Setting Goals and Objectives for Learning – *The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.*

Function 1D: Designing Instruction – *The teacher designs instruction that engages student in meaningful instructional activities using the WV Content Standards and Objectives and resulting in intentional student learning.*

Function 1E: Student Assessments – *The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.*

Standard 2: The Learner and the Learning Environment

The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learning culture that allows all students to be successful while respecting their differences in learning styles, socio-economic, cultural and developmental characteristics. That respect for diversity is apparent in the design of the learning environment – the activities and tasks, the materials and the student groupings—to assure student learning.. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students’ misconceptions and misunderstanding of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

Function 2A: Understanding intellectual/cognitive, social, and emotional development – *The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.*

Function 2B: Creating an environment of respect and rapport – *The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.*

Function 2C: Establishing a culture for learning – *The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.*

Function 2D: Implementing classroom procedures – *The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.*

Function 2E: Managing student behaviors – *The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.*

Function 2F: Organizing the learning environment – *The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.*

Standard 3: Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning.

The teacher engages in the instructional cycle of planning, instructing, assessing and adjusting based on data. The teacher extracts data from ongoing formative/classroom assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment *for learning* practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

Function 3A: Importance of Content – *The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.*

Function 3B: Communicating with Students – *The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.*

Function 3C: Questioning and Discussion Techniques – *The teacher practices quality questioning techniques and engages students in discussion.*

Function 3D: Student Engagement – *The teacher delivers instruction to motivate and engage students in a deep understanding of the content.*

Function 3E: Use of Assessments in Instruction – *The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.*

Function 3F: Demonstrating Flexibility and Responsiveness – *The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”*

Standard 4: Professional Responsibilities for Self-Renewal

The teacher persistently and critically examines their practice through a continuous cycle of self-improvement focused on how they learn, teach and work in a global and digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other’s practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialog enables teachers to discover better practice, be supported by colleagues in engaging in that practice, and significantly contribute to the learning of others as members of a professional learning community. Teachers contribute to the teaching profession through the implementation of practices that improve teaching and learning.

Function 4A: Professional Learning – *The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.*

Function 4B: Professional Collaborative Practice– *The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.*

Function 4C: Reflection on Practice – *The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.*

Function 4D: Professional Contribution – *The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.*

Standard 5: Professional Responsibilities for School and Community

The teacher’s primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a primary responsibility for the improvement of the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability,

the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students, on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

Function 5A: School Mission – *The teacher works collaboratively with the principal and colleagues to develop and support the school mission.*

Function 5B: School-wide Activities – *The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.*

Function 5C: Learner-Centered Culture – *The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.*

Function 5D: Student Support Systems – *The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.*

Function 5E: Student Management Systems – *The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.*

Function 5F: School, Family and Community Connections – *The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.*

Function 5G: Strategic Planning/Continuous Improvement – *The teacher participates in the development and implementation of the school's strategic planning and continuous improvement.*

Function 5H: Teacher Leadership – *The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.*

Function 5I: Ethical Standards – *The teacher models the ethical standards expected for the profession in the learning environment and in the community.*

Created by the West Virginia Commission for Professional Teaching Standards and the West Virginia Task Force on Professional Teaching Standards.

APPENDIX A-3**West Virginia Professional Standards for
Student Support Services**

The institution's program in professional studies shall promote the development and assessment of the following knowledge and skills for candidates completing a WVBE-approved student support services program. The candidate shall be able to demonstrate that s/he:

1.0 Student Services/Programs

1.1. Understands how students learn and develop and provides them with developmentally appropriate experiences or services that support their intellectual, social and personal development.

1.2. Understands the needs of special education and at-risk students and is knowledgeable of the educational programs and practices available to meet their needs.

1.3 Understands individual and group motivation and can develop strategies for organizing and supporting individual and group needs.

1.4. Has a well-grounded framework in understanding cultural and community diversity and can make accommodations for these differences.

2.0 Professional Role

2.1 Understands and practices effective communication strategies in working with students, faculty, parents and the community agencies.

2.2 Reflects on effectiveness of her/his contributions to students and the school community.

2.3. Seeks opportunities to foster positive relationships with school colleagues, parents and community agencies in endeavors that support students' learning and well-being.

2.4. Understands and utilizes ethical practices.

3.0 Schools and the Education Community

3.1. Understands the functions of schools, their purpose and administrative structure as well as the social, moral, governance and political dimensions of education.

APPENDIX A-4**West Virginia Standards for School Leaders****Standard 1: Vision**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: School Culture/Instruction

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: School Management/Environment

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization and resources for a safe, efficient and effective learning environment.

Standard 4: School Community

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Standard 5: Personal/Professional Demeanor

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Standard 6: Systems

A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Adopted from the Interstate Schools Leaders Licensure Consortium's Standards for School Leaders

APPENDIX A-5

West Virginia Educator Preparation Program Standards

There is no one best format for teacher education programs. All teacher preparation programs, however, need to be based on the West Virginia Professional Teaching Standards. The conceptual framework and the structure of educator preparation programs may vary, but they should be rooted in the following program standards. The conceptual framework shall establish the shared vision for a unit's efforts in preparing educators to work effectively in PreK-12 schools. The programs, courses, teaching, candidate performance, scholarship, service and unit accountability should all be linked to the conceptual framework. The conceptual framework(s) shall be knowledge-based, articulated, shared, coherent and consistent with the unit and/or institutional mission.

I. CANDIDATE PERFORMANCE

Standard 1. Candidate Knowledge, Skills and Dispositions

Candidates¹ preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students² learn. Assessments indicate that candidates meet professional, state and institutional³ standards.

- Element 1. Content Knowledge for Teacher Candidates
- Element 2. Content Knowledge for Other Professional School Personnel
- Element 3. Pedagogical Content Knowledge for Teacher Candidates
- Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
- Element 5. Professional Knowledge and Skills for Other School Personnel
- Element 6. Dispositions for All Candidates
- Element 7. Student Learning for Teacher Candidates
- Element 8. Student Learning for Other Professional School Personnel

Standard 2. Assessment System and Unit Evaluation

The Unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

- Element 1. Assessment System
- Element 2. Data Collection, Analysis, and Evaluation
- Element 3. Use of Data for Program

II. UNIT CAPACITY

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn.

- Element 1. Collaboration between Unit and School Partners
- Element 2. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
- Element 3. Candidates' Development and Demonstration of Knowledge, Skills, and Disposition To Help All Students Learn

Standard 4. Diversity

The unit designs, implements and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates and diverse students in P-12 schools.

- Element 1. Design, Implementation, and Evaluation of Curriculum and Experiences
- Element 2. Experiences Working with Diverse Faculty
- Element 3. Experiences Working with Diverse Candidates
- Element 4. Experiences Working with Diverse Students in P-12 Schools

Standard 5. Faculty Qualifications, Performance and Development

Faculty are qualified and model best professional practices in scholarship, service and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

- Element 1. Qualified Faculty
- Element 2. Modeling Best Professional Practices in Teaching
- Element 3. Modeling Best Professional Practices in Scholarship
- Element 4. Modeling Best Professional Practice in Service
- Element 5. Collaboration
- Element 6. Unit Evaluation of Professional Education Faculty Performance
- Element 7. Unit Facilitation of Professional Development

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities and resources, including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.

- Element 1. Unit Leadership and Authority
- Element 2. Unit Budget
- Element 3. Personnel
- Element 4. Unit Facilities
- Element 5. Unit Resources Including Technology

¹Candidates include persons preparing to teach, teachers who are continuing their professional development and persons preparing for other professional roles in schools such as principals, school psychologists and school library media specialists.

² “All students” include students with exceptionalities and the different ethnic, racial, gender, language, religious, socioeconomic and regional/geographic origins.

³ Institutional standards are reflected in the unit’s conceptual framework and include candidate proficiencies.

Modified from NCATE Standards 2000

APPENDIX A-6

West Virginia Professional School Counselor Standards

School counselors play a vital role in supporting the success of all students by providing academic, career and personal/social development through a school counseling program that engages all stakeholders in providing a system of student supports within and across all programmatic levels. These Professional School Counselor Performance Standards provide a common language that describes what a counselor needs to know and be able to do, serve as a foundation for assessment of school counselor practice, and provide context for professional development. The curriculum for West Virginia higher education school counselor preparation programs should reflect and align to these school counselor performance standards.

Professional School Counselor Performance Standards:

These school counselor performance standards provide the expectation that every West Virginia school counselor will demonstrate expertise in five broad areas that are the basis for what counselors must know and be able to do:

- **Program Planning, Design and Management**
- **Program Delivery**
- **Data Driven Accountability and Program Evaluation**
- **Leadership and Advocacy**
- **Professional Growth and Responsibilities**

Standard 1: Program Planning, Design and Management

The school counselor plans, designs and manages a school counseling program that is ‘balanced’ between academic, career, personal/social domains, and delivery systems. The school counseling program is comprehensive and includes individual student planning and counseling, group counseling, classroom guidance, and responsive services. The counselor works collaboratively with school leadership, staff and community stakeholders to set goals and priorities for the school counseling program, intentionally aligning the program with other curricular areas, relevant school initiatives, and the school’s strategic plan. The school counselor assures that all program components and practices are aligned with established foundational components including the school counselor performance standards, the school counseling mission, beliefs and philosophy statements, and state student standards. The school counselor establishes a systemic process of involving stakeholders in program planning using diverse approaches consistent with best practices and assesses student needs and program effectiveness using a variety of tools to identify school needs and to plan specific activities designed to achieve optimal student results related to academic, career and personal/social development needs of ALL students.

Function 1A: PROGRAM PLANNING - *Plans a balanced comprehensive school counseling program.*

Function 1B: PROGRAM DESIGN - *Designs a balanced comprehensive school counseling program.*

Function 1C: PROGRAM MANAGEMENT - *Manages a comprehensive school counseling program.*

Function 1D: STAKEHOLDER COLLABORATION – *Collaborates with stakeholders to plan and manage the school counseling program.*

Standard 2: Program Delivery

The professional school counselor delivers a balanced, comprehensive, developmental school counseling program that includes all delivery systems and equally addresses academic, career, and personal/social domains. In collaboration with school and community stakeholders, the school counselor delivers a standards and research-based guidance curriculum and school-wide prevention programs that contribute to a safe and positive school environment. The counselor engages staff and community agencies through a systemic approach to provide early identification and interventions for at risk students. The counselor facilitates the connections between students and families with opportunities that enhance academic, career, and personal/social development. The counselor assures implementation of effective transitioning practices that support all students during transitions within and between programmatic levels. The counselor involves school staff in a systemic approach to assessing, identifying, and implementing school-wide crisis prevention and intervention services. The counselor continually seeks to maintain a system of school-wide supports and to empower staff to provide personalized supports for all students.

Function 2A: PROGRAM DELIVERY - *Ensures the delivery of a comprehensive, developmental school counseling program aligned with West Virginia Board of Education policy.*

Function 2B: RESEARCHED BEST PRACTICES - *Utilizes research-based best practices to deliver individual and group counseling and classroom guidance curriculum.*

Function 2C: GUIDANCE CURRICULUM - *Facilitates delivery of a comprehensive guidance curriculum to meet the developmental needs of all students.*

Function 2D: INDIVIDUAL STUDENT PLANNING - *Coordinates an ongoing systemic approach to assist individual students in establishing personal goals and develop future plans.*

Function 2E: RESPONSIVE SERVICES - *Provides a continuum of interventions in response to student needs.*

Function 2F: STUDENT SUPPORTS - *Assists in developing comprehensive student supports within the school and community to support academic, career, and personal/social development of all students.*

Function 2G: SUCCESSFUL TRANSITIONS – *Acts as a team member to facilitate a school-wide system of student supports.*

Standard 3: Data Driven Accountability and Program Evaluation

The professional school counselor systematically gathers, examines and analyzes individual student and school system data to evaluate the effectiveness of activities and interventions of the school counseling program. The counselor assures there are process protocols available and uses the protocols to inform, plan, manage, implement, and evaluate the effectiveness of the school counseling program. The counselor uses the results of program accountability measures to continually improve the school counseling program in meeting the developmental needs of all students.

Function 3A: PROGRAM RESULTS - *Uses data to measure the results and impact of the school counseling program.*

Function 3B: PROGRAM COMPLETENESS - *Evaluates the degree to which the school counseling program is implemented and aligned to West Virginia Board of Education policy.*

Standard 4: Leadership and Advocacy

The professional school counselor advocates for the success of all students by promoting equity and access to curriculum, programs, services and resources. The counselor facilitates professional development for school staff and provides training for stakeholders that advances and reinforces the school counseling program, its services and activities. The counselor promotes the achievements of students through the school counseling program. In order to foster success for all students, the counselor is actively engaged in establishing school practices and procedures that contribute to an effective school counseling program. The counselor assumes a school leadership role in ensuring the school counseling program is an integral part of the strategic plan of the school.

Function 4A: STUDENT ADVOCACY - *Advocates for success of ALL students.*

Function 4B: STAKEHOLDER TRAINING - *Facilitates appropriate training for stakeholders and staff related to school counseling program mission.*

Function 4C: PROGRAM ADVOCACY - *Advocates for and promotes the comprehensive school counseling program.*

Standard 5: Professional Growth and Responsibilities

The professional school counselor continually seeks contemporary knowledge and skills and integrates the most current research into his/her practice in order to advance the school counseling program and profession. The counselor sets professional development goals based on identified needs using recognized national and state standards, self-assessment, and other sources of information that inform professional practice. In order to optimize practice and discover new resources, the counselor routinely creates opportunities to engage, collaborate, and consult with other counselors. The counselor adheres to ethical standards and local, state and national policies that impact school counseling practice and sets high standards of professional performance. The counselor contributes to the growth of the school counseling profession by consistent demonstration of professional habits that advance the profession and that assure a

school counseling program that meets the academic, career, and personal/social development needs of all students.

Function 5A: Knowledge and Skills - *Enhances knowledge and skills to advance professional practice.*

Function 5B: Legal and Ethical Practices - *Adheres to professional ethical standards, policies, and laws in conduct and in practices.*

Function 5C: Growth of Profession - *Contributes to growth of the school counseling profession.*

Created by the West Virginia School Counseling Model Task Force and Standards Sub-Committee.

APPENDIX A-7

West Virginia Elementary Mathematics Specialist (EMS) Standards (Endorsement and Masters Degree Programs)

These standards lead to an elementary mathematics specialist add-on endorsement at the graduate or undergraduate level.

Process Standards (Standards 1-7)

The process standards recognize that mathematics is best approached as a unified whole. Mathematical concepts, procedures, and intellectual processes are interrelated such that, in a significant sense, the “whole is greater than the sum of the parts.” This approach is addressed by faculty involved in mathematics content, mathematics education, and education working together in developing candidates’ experiences.

Standard 1: Knowledge of Mathematical Problem Solving

Candidates know, understand, and apply the process of mathematical problem solving.

Indicators

- 1.1 Apply and adapt a variety of appropriate mathematical strategies to solve problems.
- 1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts.
- 1.3 Build new mathematical knowledge through problem solving.
- 1.4 Monitor and reflect on the process of mathematical problem solving.

Standard 2: Knowledge of Reasoning and Proof

Candidates reason, construct, and evaluate mathematical arguments.

Indicators

- 2.1 Recognize reasoning and proof as fundamental aspects of mathematics.
- 2.2 Make and investigate mathematical conjectures.
- 2.3 Apply basic logic structures to develop and evaluate mathematical arguments and proofs.
- 2.4 Select and use various types of reasoning and methods of proof.

Standard 3: Knowledge of Mathematical Communication

Candidates communicate their mathematical thinking orally and in writing to peers, faculty, students, and others.

Indicators

- 3.1 Organize mathematical thinking through various effective communication modalities.
- 3.2 Analyze and evaluate the mathematical thinking and strategies of others.

Standard 4: Knowledge of Mathematical Connections

Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

Indicators

- 4.1 Recognize and use connections among mathematical ideas.
- 4.2 Recognize and apply mathematics in contexts outside of mathematics.
- 4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.

Standard 5: Knowledge of Mathematical Representation

Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.

Indicators

- 5.1 Use representations to model and interpret physical, social, and mathematical phenomena.
- 5.2 Create and use representations to organize, record, and communicate mathematical ideas.
- 5.3 Select, apply, and translate among mathematical representations to solve problems.
- 5.4 Use multiple representations to model numbers, computations and algorithms, moving student understanding from concrete, to representational (symbolic), to abstract.

Standard 6: Knowledge of Technology

Candidates embrace technology as an essential tool for teaching and learning mathematics.

Indicator

- 6.1 Use knowledge of mathematics to select and use appropriate technological tools.

Standard 7: Dispositions

Candidates support a positive disposition toward mathematical processes and mathematical learning.

Indicators

- 7.1 Demonstrate a commitment to mathematical equity.
- 7.2 Demonstrate a commitment to empowering students to use mathematics in creative ways.
- 7.3 Demonstrate a commitment to learning for conceptual understanding as well as procedural fluency in mathematics.

Pedagogy Standard (Standard 8)

In addition to knowing students as learners, mathematics teacher candidates should develop knowledge of and ability to use and evaluate instructional strategies and classroom organizational models, ways to represent mathematical concepts and procedures, instructional materials and resources, ways to promote discourse, and means of assessing student understanding. This section on pedagogy is to address this knowledge and skill.

Standard 8: Knowledge of Mathematics Pedagogy

Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Indicators

- 8.1 Candidates must have specialized mathematical knowledge for teaching that enables them to:
 - Support the development of *mathematical proficiency* as characterized by conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition (*National Research Council, 2001*).
 - Create opportunities for learners to develop mathematical practices and to critically evaluate their selection and use of these practices.
 - Diagnose mathematical misconceptions and errors and design appropriate interventions.
 - Decide whether, how, and how far to utilize specific oral or written responses from learners.
 - Recognize, evaluate, and respond to multiple, often non-standard solutions to problems.
 - Choose and/or design tasks to support the learning of new mathematical ideas or methods, or to test learners' understanding of them.
- 8.2 Understand learning trajectories related to particular topics in mathematics and use this knowledge to organize and deliver instruction that is developmentally appropriate and responsive to individual learners.
- 8.3 Construct and evaluate multiple representations of mathematical ideas or processes, establish correspondences between representations, and understand the purpose and value of doing so.

- 8.4 Use various instructional applications of technology in ways that are mathematically and pedagogically grounded.
- 8.5 Use multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.
- 8.6 Reflect knowledge of research regarding the teaching and learning of mathematics in instructional practice.
- 8.7 Develop learners' abilities to make and investigate conjectures and provide justifications for their arguments.

Content (Standards 9-13)

Candidates' comfort with, and confidence in, their knowledge of mathematics affects both what they teach and how they teach it. Knowing mathematics includes understanding specific concepts and procedures as well as the process of doing mathematics. That knowledge is the subject of the following standards.

Standard 9: Knowledge of Number and Operations

Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meanings of operations.

Indicators

- 9.1 Demonstrate an understanding of non-quantified comparisons (less than, more than, the same), decomposition of numbers, 1-to-1 correspondence, conservation of quantity, cardinality and ordinality.
- 9.2 Develop a comprehensive repertoire of interpretations of the four operations of arithmetic and of the common ways they can be applied.
- 9.3 Demonstrate an understanding of the structure of place-value notation in general and base-10 notation in particular, i.e. how place-value notations efficiently represent even very large numbers, as well as decimals; use of these notations to order numbers, estimate, and represent order of magnitude (e.g., using scientific notation).
- 9.4 Develop an understanding of multi-digit calculations, including standard algorithms, mental math, and non-standard ways commonly created by students; informal reasoning used in calculations and reasonableness of solution.
- 9.5 Understand basic number systems: whole numbers (non-negative integers), integers, non-negative rational numbers, rational numbers, and real numbers; relationships among them, and locations of numbers in each system on the number line; and what is involved in extending operations from each system (e.g., whole numbers) to larger systems (e.g., rational numbers).

- 9.6 Demonstrate an understanding of multiplicative arithmetic: factors, multiples, primes, least common multiple, greatest common factor; proportional reasoning and rescaling.
- 9.7 Demonstrate a deep understanding of rational numbers, operations with rational numbers represented as fractions, decimals and percents.
- 9.8 Demonstrate knowledge of the historical development of number and number systems including contributions from diverse cultures.

Standard 10: Knowledge of Different Perspectives on Algebra

Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

Indicators

- 10.1 Recognize commutativity, associativity, and distributivity, and 0 and 1 as identity elements in the basic number systems; understand how these may be used in computations and to deduce the correctness of algorithms. Use order-of-operations conventions.
- 10.2 Recognize literal symbols as names for mathematical objects; the process of *substitution* of particular numbers into variable expressions; the *solution set* of an algebraic equation or relation; transformations of equations (or relations) that do not change the solution set.
- 10.3 Model problems, both mathematical and “real world,” using algebraic equations and relations.
- 10.4 Explore and analyze patterns, relations, and functions.
- 10.5 Understand the concept of a function as defining one variable uniquely in terms of another. Familiarity with basic types of functions. Represent a function: formula, graph, table or situation.
- 10.6 Find functions to model various kinds of growth, both numerical and geometric.
- 10.7 Investigate equality and its relationship in equations.
- 10.8 Demonstrate knowledge of the historical development of algebra including contributions from diverse cultures.

Standard 11: Knowledge of Geometries

Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

Indicators

- 11.1 Use visualization, the properties of two- and three-dimensional shapes, and geometric modeling.
- 11.2 Compose and decompose plane and solid figures.
- 11.3 Build and manipulate representations of two- and three-dimensional objects using concrete models, drawings, and dynamic geometry software.

- 11.4 Specify locations and describe spatial relationships using coordinate geometry. Draw and identify lines and their subsets and angles and classify shapes by properties of their lines and angles.
- 11.5 Apply transformations and use symmetry, congruence, and similarity.
- 11.6 Demonstrate knowledge of the historical development of Euclidean geometry including contributions from diverse cultures.

Standard 12: Knowledge of Data Analysis, Statistics, and Probability

Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

Indicators

- 12.1 Address relevant investigations by creating data sets and collecting, organizing, and displaying relevant data.
- 12.2 Use statistical methods and technological tools to analyze data and determine measures that describe shape, spread, and center of the distribution of the set of data and when and why those measures are appropriate.
- 12.3 Apply the basic concepts of probability and ways to represent them; making judgments under conditions of uncertainty; measuring likelihood; becoming familiar with the concept of randomness.
- 12.4 Distinguish categorical (discrete) data (e.g., gender, favorite ice cream flavor) from measurement (continuous) data.
- 12.5 Demonstrate knowledge of the historical development of probability and statistics including contributions from diverse cultures.

Standard 13: Knowledge of Measurement

Candidates apply and use measurement concepts and tools.

Indicators

- 13.1 Demonstrate understanding of non-standard and standard units of measure.
- 13.2 Select and use appropriate measurement units, techniques, and tools.
- 13.3 Recognize and apply measurable attributes of objects and the units, systems and processes of measurement.
- 13.4 Employ estimation as a way of understanding measurement units and processes.
- 13.5 Understand and apply common units of geometric measures including: angles, perimeter, area and volume.
- 13.6 Demonstrate knowledge of the historical development of measurement and measurement systems including contributions from diverse cultures.

References

Association of Mathematics Teacher Educators. (2010). *Standards for Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs*. San Diego, CA: AMTE.

National Council of Teachers of Mathematics. (2003). *NCATE/NCTM Program Standards: Standards for Elementary Mathematics Specialists*.

National Research Council. (2001). *Adding It Up: Helping Children Learn Mathematics*. J. Kilpatrick, J. Swafford, & B. Findell (eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

APPENDIX A-8

West Virginia Elementary Mathematics Specialist Standards (Masters Degree Programs)

These standards lead to an elementary mathematics specialist component within a master's degree program.

The Elementary Mathematics Specialist Masters Level program will include all of the EMS Standards set out in Appendix A-7 for the Elementary Mathematics Specialist Endorsement program in addition to the Standards set forth in Appendix A-8.

Curriculum and Assessment Standard (Standard 14)

Standard 14: Curriculum and Assessment

Candidates demonstrate leadership in decisions regarding mathematics curriculum and assessment at the school and/or district level.

Indicators

- 14.1 Understand and lead others to understand the importance of careful sequencing and development of mathematical ideas, concepts, and skills in the pre-K–middle grades curriculum; be able to engage in discussions and decision-making to establish appropriate benchmarks for learning goals from pre-K to middle grades.
- 14.2 Select, use, adapt, and determine the suitability of mathematics curricula and teaching materials (e.g., textbooks, technology, manipulatives) for particular learning goals.
- 14.3 Evaluate the alignment of local and state curriculum standards, textbooks, and district and state assessments, and recommend appropriate adjustments to address gaps at the school and district level.
- 14.4 Know the different formats, purposes, uses, and limitations of various types of assessment of student learning; be able to choose, design, and/or adapt assessment tasks for monitoring student learning.
- 14.5 Analyze formative and summative assessment results, make appropriate interpretations and communicate results to appropriate and varied audiences.

Leadership Knowledge and Skills Standard (Standard 15)

Standard 15: Leadership Knowledge and Skills

Candidates are prepared to take on collegial non-evaluative leadership roles within their schools and districts. They must have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

Indicators:

- 15.1 Use professional resources such as professional organization networks, journals, and discussion groups to be informed about critical issues related to mathematics teaching and learning, e.g., policy initiatives and curriculum trends.
- 15.2 Select from a repertoire of methods to communicate professionally about issues related to mathematics teaching and learning to educational stakeholders.
- 15.3 Plan, develop, implement, and evaluate mathematics professional development programs at the school and district level and support teachers in systematically reflecting and learning from practice.
- 15.4 Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction, and act professionally to assure that all students have appropriate opportunities to learn important mathematics.
- 15.5 Use leadership skills to improve mathematics programs at the school and district levels, e.g., develop appropriate classroom- or school-level learning environments; build relationships with teachers, administrators and the community; develop evidence-based interventions for high and low-achieving students; collaborate to create a shared vision and develop an action plan for school improvement; partner with school-based professionals to improve each student's achievement in mathematics; mentor new and experienced teachers to better serve students.

References

- Association of Mathematics Teacher Educators. (2010). *Standards for Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs*. San Diego, CA: AMTE.
- National Council of Teachers of Mathematics. (2003). *NCATE/NCTM Program Standards: Standards for Elementary Mathematics Specialists*.
- National Research Council. (2001). *Adding It Up: Helping Children Learn Mathematics*. J. Kilpatrick, J. Swafford, & B. Findell (eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

APPENDIX B**PREPROFESSIONAL SKILLS FOR SPEAKING AND LISTENING****PROFESSIONAL SPEAKING SKILLS****1.0. Psychomotor Skills**

Speak clearly and demonstrate effective use of the vocal mechanism in a public, group, or interpersonal communication interaction.

- 1.1. Articulation. Produce speech sounds intelligible to the listener(s).
- 1.2. Diction. Utilize diction that is not distracting to listener(s).
- 1.3. Vocal Flexibility. Utilize vocal inflection for emphasis and meaning.
- 1.4. Volume. Adapt to the communication situation with appropriate vocal energy.

2.0. Message Construction Skills

Construct a clear and effective message adapted to the perceptual framework of the listener(s), including nonverbal elements to reinforce and enhance the verbal component of the message.

- 2.1. Purpose. Identify the purpose (desired response) for the message.
- 2.2. Thesis. Frame the central idea of the message clearly and concisely.
- 2.3. Organization. Develop coherent main and subordinate ideas.
- 2.4. Support. Select clarifying or persuasive supporting materials appropriate to listener(s) and purpose.
- 2.5. Audience Analysis. Recognize the perceptual framework of the listener(s).
- 2.6. Style. Utilize language appropriate to listener(s), to employ acceptable grammar, and to foster supportive (avoid defensive) communication climate.
- 2.7. Vocal Flexibility. Modify pitch, rate, volume, and quality (paralanguage) consonant with intended meaning.
- 2.8. Appearance. Monitor and vary appearance consonant with communication situation and listener(s).
- 2.9. Kinesics. Utilize movement, gesture, and facial expression (“body language”) as part of intended message.

2.10. Proxemics. Understand and utilize spatial relationships as part of the intended message.

2.11. Oral Reading. Analyze and interpret the writer's message by use of paralanguage and kinesics.

3.0. Feedback Skills

Analyze, evaluate, and respond to feedback as a means for improving the effectiveness of the communication interaction.

3.1. Active Listening. Perceive and evaluate accurately verbal and nonverbal feedback.

3.2. Paraphrasing. Check accuracy of feedback evaluation.

3.3. Adaptation. Modify the message appropriately in response to feedback.

3.4. Questioning. Elicit feedback productively in order to improve the effectiveness of communication.

PREPROFESSIONAL LISTENING SKILLS

1.0. Literal Comprehension

Listen actively to achieve understanding of the message in an interpersonal, group, or public communication interaction.

1.1. Thesis. Recognize and paraphrase accurately the central idea in an oral message.

1.2. Main Ideas. Identify accurately the main points that make up the thesis of the oral message.

1.3. Supporting Materials. Recognize accurately the details or evidence supporting the main points of an oral message.

1.4. Directions. Restate accurately directions and instructions.

1.5. Diction. Accommodate nonstandard articulation or dialectal patterns to achieve accuracy of intended meaning.

1.6. Suspending Judgment. Listen, without judging, in order to understand message accurately.

2.0. Interpretive Comprehension

Demonstrate listening and responding skills that clarify and enhance human relations in a public, group, or interpersonal interaction.

2.1. Paraphrasing. Restate the speaker's viewpoint accurately when it differs from that of the listener.

2.2. Feedback. Ask questions effectively and in a nonthreatening manner for clarification of information.

2.3. Difference of Opinion. Identify and understand the reason for the perspective (perceptual framework) of the speaker.

2.4. Decoding Nonverbal Cues. Identify incongruities between verbal and nonverbal cues.

2.5 Empathic Listening. Identify the emotional content of the message from vocal and nonvocal cues.

3.0. Critical Comprehension

3.1. Ideas. Evaluate the thesis, main points, and supporting material of the message.

3.2. Fact and Opinion. Distinguish between observation and inference.

3.3. Information and Persuasion. Distinguish between informative and persuasive message.

3.4. Persuasive Techniques. Identify a variety of reasoning techniques and motive appeals used in oral messages.

3.5. Drawing Conclusions. Analyze and synthesize multiple messages and draw defensible conclusions.

3.6. Assessing Credibility. Distinguish between the subjective attitude toward the speaker and the content of the message.

APPENDIX C-1

Educational Technology Standards and Performance Indicators for Teachers

All WVBE-approved programs must ensure that candidates have the requisite knowledge and skills to design, implement, and assess learning experiences that engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community including the following:

1. Facilitate and Inspire Student Learning and Creativity – *Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.*

Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments – *Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the West Virginia Content Standards and Objectives.*

Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning – *Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.*

Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility – *Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.*

Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership – *Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.*

Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Adopted from the International Society for Technology in Education, National Education Technology Standards for Teachers

APPENDIX C-2**EDUCATIONAL TECHNOLOGY STANDARDS FOR ADMINISTRATORS**

All WVBE-approved programs must ensure that candidates have the requisite knowledge and skills for effective use of educational technology in instruction and leadership including the following:

1. LEADERSHIP AND VISION

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

2. LEARNING AND TEACHING

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.

D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.

E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

3. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

A. model the routine, intentional, and effective use of technology.

B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.

C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.

D. engage in sustained, job-related professional learning using technology resources.

E. maintain awareness of emerging technologies and their potential uses in education.

F. use technology to advance organizational improvement.

4. SUPPORT, MANAGEMENT, AND OPERATIONS

Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.

B. implement and use integrated technology-based management and operations systems.

C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.

D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.

E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

5. ASSESSMENT AND EVALUATION

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

6. SOCIAL, LEGAL, AND ETHICAL ISSUES

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Adopted from the International Society for Technology in Education, National Education Technology Standards for Administrators

APPENDIX D**PROGRAMMATIC LEVELS AND SPECIALIZATIONS RECOGNIZED
ON THE PROFESSIONAL LICENSE****Recognized Programmatic Levels**

• Preschool Education	PreK-PreK
• Preschool to Adult	PreK-Adult
• Kindergarten to Grade 12	Grades K-12
• Early Education	PreK-K
• Early Childhood	Grades K-4
• Elementary Education	Grades K-6
• Middle Childhood	Grades 5-9
• Adolescent	Grades 9-Adult
• Adult	Adult

Grade Level Options for General Education Specializations

Agriculture	5-Adult
American Sign Language	PreK-Adult
Any Modern Foreign Language	PreK-Adult, 5-Adult
Art	PreK-Adult, 5-Adult, 5-9
Biology	9-Adult
Business Education	5-Adult, 9-Adult
Business Education/Marketing	5-Adult, 9-Adult
Chemistry	9-Adult
Chemistry through Chemistry I	9-Adult
Chemistry/Physics	9-Adult
Chinese	PreK-Adult, 5-Adult
Computer Science Education	PreK-Adult
Dance	PreK-Adult, 5-Adult
Driver Education	9-Adult
Early Childhood Education	K-4
Early Education	PreK-K
Elementary Education	K-6
Elementary Mathematics Education	K-6
Elementary Mathematics Specialist ²	K-6
English	5-Adult, 5-9
English as a Second Language	PreK-Adult
Family & Consumer Science	5-Adult
French	PreK-Adult, 5-Adult
General Math through Algebra I	5-Adult, 5-9
General Science	5-Adult, 5-9
German	PreK-Adult, 5-Adult
Health	PreK-Adult, 5-Adult

Instructional Technology	PreK-Adult
Japanese	PreK-Adult, 5 Adult
Journalism	5-Adult, 9-Adult
Latin	5-Adult, PreK-Adult
Marketing	9-Adult
Mathematics	5-9, 5-Adult
Middle Childhood	5-9
Music	PreK-Adult
Oral Communications	5-Adult, 9-Adult
Physical Education	PreK-Adult, 5-Adult, 5-9
Physics	9-Adult
Preschool Education	PreK-PreK
Reading Education	PreK-K, K-6, 5-Adult
Reading Specialist ^{1,2}	PreK-Adult
Russian	PreK-Adult, 5-Adult
School-Library Media	PreK-Adult
Social Studies	5-Adult, 5-9
Spanish	PreK-Adult, 5-Adult
Technology Education	5-Adult
Theatre	PreK-Adult, 5-Adult
Wellness (Health-Physical Education Combined Major)	PreK-Adult

Grade Level Options for Special Education Specializations

Autism	PreK-PreK, K-6, 5-Adult
Emotional/Behavior Disorders	K-6, 5-Adult
Gifted	1-12
Deaf and Hard of Hearing	PreK-Adult
Mentally Impaired (Mild/Moderate)	K-6, 5-Adult
Multi-Categorical (E/BD excluding Autism, MI, SLD)	K-6, 5-Adult
Preschool Special Needs	PreK-K
Severe Disabilities	K-Adult
Specific Learning Disabilities	K-6, 5-Adult
Visually Impaired	PreK-Adult

Grade Level Options for Student Support Specializations

Counselor ²	PreK-Adult
School Nurse	PreK-Adult
School Psychologist ²	PreK-Adult
Social Services and Attendance	PreK-Adult
Speech Language Pathologist ²	PreK-Adult
Speech Assistant	PreK-Adult

Grade Level Options for Administrative Specializations

General Supervisor ²	PreK-Adult
Principal ²	PreK-Adult
Superintendent ²	PreK-Adult

¹Graduate Level Certification Program Required

²Master's Degree Required

The WVDE shall issue certificates for discontinued specializations only to those students enrolled in an approved program at the time the program was discontinued.

Grade Level Options for Paraprofessionals

Paraprofessionals ³	PreK-Adult
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³Associate Degree required for proposed new programs.

APPENDIX E**APPROVED STANDARDS FOR PROGRAM DEVELOPMENT
AND REQUIRED TESTS FOR COMPLETION OF WEST VIRGINIA
APPROVED PROGRAMS LEADING TO WEST VIRGINIA LICENSURE****DOCUMENTATION OF FOOTNOTES ON THE FOLLOWING
TABLES**

- *Indicates that the **National Standards** are used in the NCATE folio process.
- ¹The **test validity period** is ten years from the date on which the candidate passed the examination. In those circumstances where the WVBE has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period. See Section 10.5 of this policy for a more detailed explanation of testing requirements, particularly as they apply to experienced educators.
- ²The **Pre-Professional Skills Test (PPST)** [called Praxis I] may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 beginning March 2005.
- ³A candidate completing a WVBE-approved program for the initial teaching license is required to pass a WVBE-adopted Principles of Learning and Teaching Praxis II Test that includes at least a portion of the grade levels indicated on the anticipated license.
- ⁴A candidate who has successfully completed the National Evaluation Systems (NES) test in emotional/behavior disorders, mentally impaired, or specific learning disabilities is not required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test since it is assumed this content was included in the NES special education content test.
- ⁵For general science in grades 5-Adult, a candidate may substitute 1) Test No. 0235 (Biology: Content Knowledge) taken for biology certification for Test No. 0231 and/or 2) Test No. 0245 (Chemistry: Content Knowledge) or Test No. 0265 (Physics: Content Knowledge) for Test No. 0481.
- ⁶Candidates completing multi-categorical programs must take Test No. 0542 (Education of Exceptional Students: Mild to Moderate).
- ⁷A candidate who has successfully completed the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0351) prior to September 2010 is not required to satisfy

the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0353) since it is assumed this content was included in the 0351 test.

- ⁸Due to test regeneration a candidate may substitute 1) Test No. 0100 (Business Education) taken for business certification for regenerated Test No. 0100; 2) Test No. 0542 (Education of Exceptional Students: Mild to Moderate Disabilities) taken for multi-categorical special education certification for regenerated Test No. 0543; 3) Test No. 0544 (Education of Exceptional Students: Severe to Profound Disabilities) taken for severe disabilities certification for regenerated Test No. 0545; 4) Test No. 0173 (French Content Knowledge) taken for French certification for regenerated Test No. 0174; 5) Test No. 0181 (German: Content Knowledge) taken for German certification for regenerated Test No. 0183; 6) Test No. 0120 (Home Economics Education) taken for family and consumer science certification for regenerated Test No. 0121; 7) Test No. 0560 (Marketing Education) taken for marketing certification for regenerated Test No. 0561; 8) Test No. 0310 (School Library Media Specialist) taken for school library/media certification for regenerated Test No. 0311; 9) Test No. 0400 (School Psychologist) taken for school psychologist certification for regenerated Test No. 0401; 10) Test No. 0220 (Speech Communication) taken for oral communication certification for regenerated Test No. 0221; 11) Test No. 0191 (Spanish: Content Knowledge) taken for Spanish certification for regenerated Test No. 0195; 12) Test No. 0353 (Special Education: Education of Exceptional Students: Core Content Knowledge) taken for autism, emotional/behavior disorders, Mentally Impaired (mild/moderate), multi-categorical, severe disabilities, and specific learning disabilities certification for regenerated Test No. 0354.

GENERAL EDUCATION SPECIALIZATIONS

AGRICULTURE		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> None <i>Praxis Test Topics</i> <ul style="list-style-type: none"> • Soil Science • Plant Science • Animal Science • Agriculture Economics • Agriculture Mechanics • Leadership and Supervised Occupational Experience <i>WV Content Standards</i> <ul style="list-style-type: none"> • Forestry 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0700 Agriculture	430	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

AMERICAN SIGN LANGUAGE		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> American Sign Language Teacher Association	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required		
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	

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	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

ART		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> Standards for Art Teacher Preparation <i>WV Content Standards</i> <ul style="list-style-type: none"> Reflecting upon and assessing characteristics and merits of their work and work of others Making connections between visual arts and other disciplines 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0133 Art: Content Knowledge (Test no longer available after Aug. 31, 2011)	160	
	0134 Art: Content Knowledge	158	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
0624 Principles of Learning & Teaching (7-12)	157		

BIOLOGY		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> National Science Teachers Association (NSTA) <i>WV Content Standards</i> <ul style="list-style-type: none"> Nature of Science Scientific Attitudes/Habits of Mind Scientific Processes/Thinking Skills 	PPST²		
	0710 Reading	174	
	0720 Writing	172	

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<ul style="list-style-type: none"> • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society 	0730 Math	172	
	Praxis II Content Test		
	0235 Biology: Content Knowledge	152	
	Praxis Test³		
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
0624 Principles of Learning & Teaching (7-12)	157		

BUSINESS EDUCATION		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0101 Business Education ⁸	157	
	0100 Business Education (Test no longer available after Aug. 31, 2011)	570	
	Praxis Test³		
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

BUSINESS EDUCATION/MARKETING		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards:</i> <ul style="list-style-type: none"> • National Standards for Business Education <i>WV Content Standards</i> <ul style="list-style-type: none"> • Knowledge of Marketing Education and Comprehensive Procedure • Extensive Human Relations Skills 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	

<ul style="list-style-type: none"> • Effective Job Seeking, Keeping and Learning Skills • Basic Cashiering and Math Skills • Marketing • Fundamentals • Marketing Careers • Basic Safety Technique • Selling Principles • Product/Service Planning • Consumer Characteristics and Behavior • Keyboarding Applications • Word Processing • Business Computer Applications • Machine Transcription 			
	Praxis II Content Test		
	0100 Business Education ⁸ (Test no longer available after Aug. 31, 2011)	<u>570</u>	
	0101 Business Education ⁸ AND	<u>157</u>	
	0561 Marketing Education	<u>153</u>	
	Praxis Test³		
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
0624 Principles of Learning & Teaching (7-12)	157		

CHEMISTRY		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards</i> National Science Teacher Association* (NASTA) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Theses and Subject Matter Science History Science Technology and Society	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0245 Chemistry Content Knowledge	157	
	Praxis Test³		
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
0624 Principles of Learning & Teaching (7-12)	157		

CHEMISTRY THROUGH CHEMISTRY I		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards</i> National Science Teacher Association* (NSTA) Recommendations for Chemistry Teachers <i>WV Content Standards</i> <ul style="list-style-type: none"> • Nature of Science 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	

<ul style="list-style-type: none"> • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter <p style="margin-left: 40px;">Science History</p> <p style="margin-left: 40px;">Science Technology and Society</p>			
	Praxis II Content Test		
	0245 Chemistry Content Knowledge	TBD	
	Praxis Test³		
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

CHINESE		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> <ul style="list-style-type: none"> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections <ul style="list-style-type: none"> -Linguistic -Interdisciplinary -Global 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

COMPUTER SCIENCE EDUCATION		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> International Society for Technology in Education (ISTE)*	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	

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	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

DANCE		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards</i> National Dance Association <i>WV Content Standards</i>	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

DRIVER EDUCATION		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards</i> None	PPST²		
<i>Praxis Test Topics</i> (Page 101) <ul style="list-style-type: none"> • Safe Motor Vehicle Operation and Procedures • Motor Vehicle Laws and Regulations • Automobile Operation and Maintenance • Instruction, Methodology and Evaluation • Driver Responsibilities and Special Knowledge 	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0867 Safety Education	141	
	Praxis Test³		
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

EARLY CHILDHOOD EDUCATION (K-4)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards</i> Association for Childhood Education International	PPST²		
<i>WV Content Standards (Grades K-4)</i> <ul style="list-style-type: none"> • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical Education 	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0020 Early Childhood Education	530	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	

EARLY EDUCATION (PreK-K)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> National Association for the Education of Young Children* (NAEYC)	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0531 PreK-Kindergarten Education	155	
	0530 PreK-Kindergarten Education (Test no longer available after Aug. 31, 2011)	590	

ELEMENTARY EDUCATION (K-6)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> Association for Childhood Education International OR NCATE Elementary Performance Standards K-6 <i>WV Content Standards</i> <ul style="list-style-type: none"> • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical Education • WV Studies 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0011 Elementary Education: Curriculum, Instruction and Assessment	155	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	

ELEMENTARY MATHEMATICS ENDORSEMENT (K-6)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> <ul style="list-style-type: none"> • Association for Childhood Education International (ACEI) • WV Elementary Mathematics Specialist Standards for Endorsement Programs 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	

ELEMENTARY MATHEMATICS SPECIALIST (K-6)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> <ul style="list-style-type: none"> • National Council of Teachers of Mathematics (NCTM) • WV Elementary Mathematics Specialist Standards for Masters Degree Programs 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	Test To Be Determined	TBD	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	

ENGLISH (5-Adult)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> National Council for Teachers of English* (NCTE) <i>Praxis Test Topics</i> <ul style="list-style-type: none"> • Literature/Literacy Forms/Devices • Language/Linguistics • Composition/Rhetoric <i>WV Content Standards Including WV Authors</i> <ul style="list-style-type: none"> • Technology • Work Based Learning 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0041 English Language, Literature & Composition: Content Knowledge	155	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9)	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

ENGLISH (5-9)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> National Council for Teachers of English* (NCTE) <i>WV Content Standards including WV Authors</i>	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0049 Middle School English	147	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9)	160	

ENGLISH AS A SECOND LANGUAGE (PreK-Adult)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> National Board for Professional Teaching Standards	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

FAMILY AND CONSUMER SCIENCE		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> National Association of State Administrators of Family and Consumer Science <i>WV Content Standards</i>	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		

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	0121 Home Economics Education ⁸	146	
	0120 Home Economics Education ⁸ (Test no longer available)	530	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9)	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

FRENCH (Test 5173 does not apply to 5-9.)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> <ul style="list-style-type: none"> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections • Linguistic • Interdisciplinary • Global 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0173 French Content Knowledge (Contains Listening Section) (Test no longer available after Aug. 31, 2011)	131	
	5174 World Languages: French ⁸	160	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
0624 Principles of Learning & Teaching (7-12)	157		

GENERAL MATH THROUGH ALGEBRA I AND MATHEMATICS (5-9)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards</i> National Council of Teachers of Mathematics* (NCTM) <i>WV Content Standards</i>	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0069 Middle School Mathematics	148	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

GENERAL SCIENCE (5-Adult)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0231 Biology: Content Knowledge, Part 1 ⁵	148	
	0481 Physical Science: Content Knowledge ⁵	142	
	0432 General Science: Content Knowledge, Part 2	149	
	Praxis Test³		

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	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

GENERAL SCIENCE (5-9)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0439 Middle Childhood Science	151	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9)	160	

GERMAN (Test No. 5183 does not apply to 5-9.)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> (See Objectives for Appropriate levels, PreK-Adult, 5-Adult or 5-9) <ul style="list-style-type: none"> • Communications • Interactive Language Use • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections -Linguistic 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		

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-Interdisciplinary -Global	0181 German Content Knowledge ⁸ (Test no longer available after Aug. 31, 2011)	132	
	5183 World Languages: German	160	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

HEALTH		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Skills Development • Injury Prevention • Personal Health and Wellness • Relationships • Tobacco, Alcohol and other Drugs • Nutrition and Physical Activity 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0550 Health Education	640	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

INSTRUCTIONAL TECHNOLOGY	Required Score
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Standards Required	Required Tests	Required Score	
		Current Score	Previous Score ¹
<i>National Standards</i>	PPST²		
National Education Technology Standards for Teachers	0710 Reading	174	
National Education Technology Standards for Administrators	0720 Writing	172	
National Education Technology Standards for Students	0730 Math	172	
National Staff Development Council Standards for Professional Development			
WV Content Standards	Praxis II Content Test		
21 st Century Learning Skills and Technology Tools	No Test Required	N/A	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

JAPANESE		Required Score	
Standards Required	Required Tests	Required Score	
		Current Score	Previous Score ¹
<i>National Standards</i>	PPST²		
American Council on the Teaching of Foreign Languages	0710 Reading	174	
<i>WV Content Standards</i> (See Objectives for Appropriate Levels, Pre-K-Adult, 5-Adult, 9-Adult or 5-9)	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	

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	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

JOURNALISM		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>WV Content Standards</i>	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

LATIN (Test No. 0600 does not apply to 5-9.)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards:</i> American Classical League <i>WV Content Standards</i> • Communications • Cultures • Connections	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		

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	0600 Latin	670	480
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

MARKETING		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards:</i> None	PPST²		
<i>WV Content Standards</i>	0710 Reading	174	
<ul style="list-style-type: none"> • Knowledge of Marketing Education and Comprehensive Procedure • Extensive Human Relations Skills • Effective Job Seeking, Keeping and Learning Skills • Basic Cashiering and Math Skills • Marketing Fundamentals • Marketing Careers • Basic Safety Technique • Selling Principles • Product/Service Planning • Consumer Characteristics and Behavior 	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0561 Marketing Education ⁸	153	
	0560 Marketing Education ⁸ (Test no longer available)	600	
	Praxis Test³		
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

MATHEMATICS (5-Adult)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards:</i> National Council of Teachers of Mathematics* (NCTM)	PPST²		
<i>WV Content Standards</i>	0710 Reading	174	
	0720 Writing	172	

	0730 Math	172	
	Praxis II Content Test		
	0061 Mathematics: Content Knowledge (Calculator Required)	133	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

MIDDLE CHILDHOOD EDUCATION MCE		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> None	PPST²		
<i>Praxis Test Topics</i> <ul style="list-style-type: none"> • Organizing Content Knowledge for Student Learning • Creating an Environment for Student learning • Teaching for Student Learning • Teacher Professionalism 	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9)	159	
	0623 Principles of Learning & Teaching (5-9) (Test no longer available after Aug. 31, 2011)	160	

MUSIC		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> Music Education National Conference	PPST²		
<i>WV Content Standards</i>	0710 Reading	174	
<i>Praxis Test Topics</i>	0720 Writing	172	
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• V Professional Practices	0730 Math	172	
	Praxis II Content Test		
	0113 Music Content Knowledge (Contains Listening Section)	155	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
0624 Principles of Learning & Teaching (7-12)	157		

ORAL COMMUNICATION (Test No. 0220 does not apply to 5-9.)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> None	PPST²		
<i>WV Content Standards</i>	0710 Reading	174	
<i>Praxis Test Topics</i>	0720 Writing	172	
• Interpersonal Communication	0730 Math	172	
• Small Group Communication			
• Public Speaking	Praxis II Content Test		
• Media and Their Difference	0220 Speech Communication (Test no longer available after Aug. 31, 2011)	600	
• Play Production	0221 Speech Communication	<u>150</u>	
• Forensics			
• Assessment and Evaluation	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9)	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

PHYSICAL EDUCATION	Required Score
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Standards Required	Required Tests	Required Score	
		Current Score	Previous Score ¹
<i>National Standards:</i> American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Safety • Lifetime Wellness • Physical Activity • Social Skill Development • Movement/Rhythmic Development Motor Skill Development	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0091 Physical Education: Content Knowledge	150	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

PHYSICS		Required Score	
Standards Required	Required Tests	Required Score	
		Current Score	Previous Score ¹
<i>National Standards:</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning <ul style="list-style-type: none"> • Science Themes and Subject Matter • Science History • Science Technology and Society 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0265 Physics: Content Knowledge	126	
	Praxis Test³		
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	

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	0624 Principles of Learning & Teaching (7-12)	157	
NOTE: All programs leading to a Chemistry/Physics endorsement must meet the standards listed within this section as well as those listed in the Physics section. All individuals completing a program leading to an endorsement in Chemistry/Physics must meet all test requirements listed within this section as well as the Physics section.			

PRESCHOOL EDUCATION (PreK-PreK)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> National Association for the Education of Young Children* (NAEYC)	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	

READING EDUCATION		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> International Reading Association* (IRA) <i>WV Content Standards</i> <i>Clinical Practice</i> A portion of the 12 required weeks of clinical practice must be spent in a reading classroom.	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required		
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	

	0624 Principles of Learning & Teaching (7-12)	157	
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READING SPECIALIST		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
GRADUATE CERTIFICATION PROGRAM <i>National Standards:</i> International Reading Association* (IRA) <i>WV Content Standards</i>	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0300 Reading Specialist	520	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

RUSSIAN		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards Levels I-IV</i> <ul style="list-style-type: none"> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections <ul style="list-style-type: none"> -Linguistic -Interdisciplinary -Global 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Required Test	N/A	

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	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

SCHOOL LIBRARY/MEDIA		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards:</i> American Library Association* (ALA) <i>WV Content Standards</i>	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0311 School Library Media Specialist ⁸	138	
	0310 School Library Media Specialist ⁸ (Test no longer available)	570	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

SOCIAL STUDIES (5-Adult)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹

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<i>National Standards:</i> National Council for the Social Studies* (NCSS) <i>WV Content Standards Levels</i> • West Virginia Studies (8 th Grade)	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0081 Social Studies: Content Knowledge	148	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

SOCIAL STUDIES (5-9)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> National Council for the Social Studies* (NCSS) <i>WV Content Standards Levels</i> • West Virginia Studies (8 th Grade)	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0089 Middle School Social Studies	151	
	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9)	159	
	0623 Principles of Learning & Teaching (5-9)	160	

SPANISH (Test 0191 and 5195 do not apply to 5-9)	Required Score
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Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> <ul style="list-style-type: none"> • Communications • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections <ul style="list-style-type: none"> -Linguistic -Interdisciplinary -Global 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	5195_World Languages: Spanish ⁸	163	
	0191 Spanish: Content Knowledge (Contains Listening Section) ⁸ (Test no longer available after Aug. 31, 2011)	143	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
0624 Principles of Learning & Teaching (7-12)	157		

TECHNOLOGY EDUCATION		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0050 Technology Education (Test no longer available after Aug. 31, 2011)	570	
	0051 Technology Education	159	

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	Praxis Test³		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

THEATRE		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> American Alliance for Theatre and Education <i>WV Content Standards</i>	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

WELLNESS (PreK-Adult) Health and Physical Education Comprehensive		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> American Alliance for Health, Physical	PPST²		

Education, Recreation and Dance* (AAHPERD) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Safety • Lifetime Wellness • Physical Activity • Social Skill Development • Movement/Rhythmic Development <ul style="list-style-type: none"> • Motor Skill Development • Skills Development • Injury Prevention • Personal Health and Wellness • Relationships • Tobacco, Alcohol and other Drugs <ul style="list-style-type: none"> • Nutrition and Physical Activity 	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0550 Health Education AND	640	
	0091 Physical Education Content Knowledge	150	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

ADMINISTRATIVE AND STUDENT SUPPORT SERVICES SPECIALIZATIONS

SCHOOL COUNSELOR		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> Council for Accreditation of Counseling and Related Educational Programs	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0420 School Guidance and Counseling (Contains Listening Section)	580	

SCHOOL NURSE		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards</i> National Association of School Nurses – “Scope and Standards of Professional School Nursing Practice” <i>State Standards</i> West Virginia Board of Examiners for Registered Professional Nurses West Virginia RN Licensure	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	

SCHOOL PSYCHOLOGIST		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> National Association of School Psychologists* (NASP)	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0401 School Psychologist ⁸	148	

SOCIAL SERVICES/ATTENDANCE		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>State Standards</i> School Social Services and Attendance	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	

SPEECH ASSISTANT		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>State Standards:</i> Adopted from ASHA Including <ul style="list-style-type: none"> • Interpersonal Skills • Personal Qualities • Technical-Assistant Skills • Screening • Intervention 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	

SPEECH PATHOLOGIST		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> American Speech-Language Hearing Association (ASHA)	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0330 Speech Language Pathology	600	

PRINCIPAL, SUPERVISOR OF INSTRUCTION, SUPERINTENDENT		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> Educational Leadership Constituent Council* (ELCC)	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0411 Educational Leadership: Administration and Supervision	141	

SPECIAL EDUCATION SPECIALIZATIONS

AUTISM		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0354 Special Education: Content Knowledge & Applications ^{4, 7, 8}	151	
	0353 Education of Exceptional Students: Core Content Knowledge ⁴⁷ (Test no longer available after Aug. 31, 2011)	146	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only) (Test no longer available after Aug. 31, 2011)	156	
0624 Principles of Learning & Teaching (7-12)	157		

EMOTIONAL/BEHAVIOR DISORDERS (Excluding Autism)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0371 Teaching Student with Behavioral Disorders/Emotional Disturbances AND	156	
	0351 Special Education Core Principles ⁴ OR	N/A	

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	0353 Education of Exceptional Students: Core Content Knowledge ⁴⁷ (Test no longer available after Aug. 31, 2011)	146	
	0354 Special Education: Content Knowledge & Applications ^{4, 7, 8}	151	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

DEAF AND HARD OF HEARING		Required Score		
Standards Required	Required Tests	Current Score	Previous Score¹	
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Differentiation of Instruction • Literacy Development • Positive Behavioral Interventions & Supports • Three Hours of Research-Based Mathematics Strategies 	PPST²			
	0710 Reading	174		
	0720 Writing	172		
	0730 Math	172		
	Praxis II Content Test			
	No Test Required	N/A		
	Praxis Test³			
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165		
	0622 Principles of Learning & Teaching (K-6) OR	160		
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159		
	0623 Principles of Learning & Teaching (5-9) OR	160		
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156		
	0624 Principles of Learning & Teaching (7-12)	157		

GIFTED	Required Score
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Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Differentiation of Instruction 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
0624 Principles of Learning & Teaching (7-12)	157		

MENTALLY IMPAIRED (MILD/MODERATE)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0351 Special Education Core Principles ⁴ OR	N/A	
	0353 Education of Exceptional Students: Core Content Knowledge ^{4,7} (Test no longer available after Aug. 31, 2011)	146	
	0354 Special Education: Content Knowledge & Applications ^{4,7,8}	151	

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	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

Multi-Categorical Special Education (E/BD excluding Autism, MI, SLD)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score¹
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0353 Education of Exceptional Students: Core Content Knowledge ⁴⁷ AND (Test no longer available after Aug. 31, 2011)	151	
	0542 Education of Exceptional Students: Mild to Moderate ⁶ (Test no longer available after Aug. 31, 2011)	153	
	0543 Education of Exceptional Students: Mild to Moderate ⁶	153	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
0524 Principles of Learning & Teaching (7-12) (5-Adult programs only) (Test no longer available after Aug. 31, 2011)	156		
0624 Principles of Learning & Teaching (7-12)	157		

PRESCHOOL SPECIAL NEEDS (PreK-K)		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> Council for Exceptional Children* (CEC)	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0690 Preschool/Early Childhood	550	

SEVERE DISABILITIES		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> Council for Exceptional Children* (CEC) for MR/Developmental Disabilities as Applied to Students With Severe and Profound Disabilities • Consultation • Developing IEPs with WV Content Standards & Objectives	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0544 Education of Exceptional Students: Severe to Profound Disabilities	N/A	
	0353 Education of Exceptional Students: Core Content Knowledge ⁴⁷ (Test no longer available after Aug. 31, 2011)	146	
	0545 Special Education Core Knowledge and Severe to Profound Applications	158	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
0624 Principles of Learning & Teaching (7-12)	157		

SPECIFIC LEARNING DISABILITES		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavior Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0381 Teaching Students with Learning Disabilities AND	N/A	
	0351 Special Education Core Principles ⁴ OR	N/A	
	0382 Education of Exceptional Students: Learning Disabilities, AND	133	
	0353 Education of Exceptional Students: Core Content Knowledge ⁴⁷ (Test no longer available after Aug. 31, 2011)	146	
	0354 Special Education: Content Knowledge & Applications ^{4, 7, 8}	151	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
0524 Principles of Learning & Teaching (7-12) (5-Adult programs only) (Test no longer available after Aug. 31, 2011)	156		
0624 Principles of Learning & Teaching (7-12)	157		

VISUALLY IMPAIRED		Required Score	
Standards Required	Required Tests	Current Score	Previous Score ¹
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Differentiation of Instruction • Literacy Development • Positive Behavior Interventions & Supports • Three Hours of Research-Based Mathematics Strategies 	PPST²		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	

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	Praxis II Content Test		
	0281 Teaching Students with Visual Impairments	660 -154	
	Praxis Test³		
	0522 Principles of Learning & Teaching (K-6) OR (Test no longer available after Aug. 31, 2011)	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR (Test no longer available after Aug. 31, 2011)	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (Test no longer available after Aug. 31, 2011)	156	
	0624 Principles of Learning & Teaching (7-12)	157	

3.2 – Rubrics for Professional Teaching Standards

STANDARD 1: CURRICULUM AND PLANNING			
Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> demonstrates expert, specialized content knowledge collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas 	<p>The teacher</p> <ul style="list-style-type: none"> demonstrates extensive content knowledge connects student learning to other content areas 	<p>The teacher</p> <ul style="list-style-type: none"> demonstrates content knowledge attempts to connect student learning to other content areas 	<p>The teacher</p> <ul style="list-style-type: none"> does not demonstrate sufficient content knowledge does not attempt to connect student learning to other content areas
Element 1.2: The teacher designs standards-driven instruction using state-approved curricula.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula collaborates with students to design sequential learning activities that provide for varied student abilities and interests collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving 	<p>The teacher</p> <ul style="list-style-type: none"> designs written instructional plans that align instruction and assessment to the state-approved curricula designs sequential learning activities that provide for varied student abilities and interests designs activities that promote student collaboration, critical thinking, and problem solving 	<p>The teacher</p> <ul style="list-style-type: none"> designs written instructional plans aligned to the state-approved curricula designs sequential learning activities at appropriate developmental levels designs activities that promote student collaboration 	<p>The teacher</p> <ul style="list-style-type: none"> does not design written instructional plans does not design instructional plans and/or units that are driven by state-approved curricula does not design sequential learning activities at appropriate developmental levels does not design activities that promote student collaboration
Element 1.3: The teacher uses a balanced assessment approach to guide student learning.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> collaborates with students to design and use a variety of assessments, including peer and student self-assessments, to monitor student progress and set learning goals collaborates with students and others to clearly define and communicate assessment criteria shares assessment data and provides timely feedback to students and other stakeholders 	<p>The teacher</p> <ul style="list-style-type: none"> designs and uses formative and summative assessments to monitor student progress and set learning goals clearly defines and communicates assessment criteria shares assessment data and provides timely feedback to students 	<p>The teacher</p> <ul style="list-style-type: none"> designs and uses formative and summative assessments communicates assessment criteria shares assessment data with students 	<p>The teacher</p> <ul style="list-style-type: none"> does not use formative and summative assessments does not communicate assessment criteria does not share assessment data or provide feedback to students

STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT			
Element 2.1: The teacher understands and responds to the unique characteristics of learners.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> demonstrates extensive knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender plans and implements differentiated learning activities with students helps colleagues understand the unique characteristics of all learners 	<p>The teacher</p> <ul style="list-style-type: none"> demonstrates thorough knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender plans and implements differentiated learning activities for students 	<p>The teacher</p> <ul style="list-style-type: none"> demonstrates adequate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender plans and implements differentiated learning activities for some students 	<p>The teacher</p> <ul style="list-style-type: none"> does not demonstrate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender does not plan and implement appropriate learning activities
Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> collaborates with students to establish an effective classroom management system collaborates with students to ensure appropriate behavior as defined by the code of conduct organizes space and materials in a safe, highly efficient and well-designed learning environment 	<p>The teacher</p> <ul style="list-style-type: none"> establishes an effective classroom management system responds appropriately and respectfully to student behavior as defined by the code of conduct organizes space and materials to ensure safety and efficiency 	<p>The teacher</p> <ul style="list-style-type: none"> establishes a classroom management system inadequately responds to student behavior as defined by the code of conduct organizes space and materials to ensure safety 	<p>The teacher</p> <ul style="list-style-type: none"> does not implement an effective classroom management system does not respond to student behavior as defined by the code of conduct does not organize space and materials to ensure safety
Element 2.3: The teacher establishes and maintains a learner-centered culture.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> establishes with students clear criteria for high-quality work collaborates with students to maximize instructional time engages students in active, self-directed learning as part of a community of learners provides extensive opportunities for students to collaborate in learning 	<p>The teacher</p> <ul style="list-style-type: none"> sets and communicates clear criteria for high-quality work uses instructional time efficiently engages students in active learning provides adequate opportunities for students to collaborate in learning 	<p>The teacher</p> <ul style="list-style-type: none"> sets criteria for high-quality work uses instructional time with limited efficiency engages students in learning provides limited opportunities for students to collaborate in learning 	<p>The teacher</p> <ul style="list-style-type: none"> does not establish criteria for quality work does not use instructional time efficiently does not engage students in learning does not provide opportunities for students to collaborate in learning

STANDARD 3: TEACHING			
Element 3.1: The teacher utilizes a variety of research-based instructional strategies.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • collaborates with students to use an extensive variety of effective instructional strategies to deliver content • collaborates with students to provide scaffolding and differentiated instruction • extensively uses appropriate technology to deliver content 	<p>The teacher</p> <ul style="list-style-type: none"> • uses a variety of effective instructional strategies to deliver content • demonstrates adequate use of scaffolding and differentiated instruction • adequately uses technology to deliver content 	<p>The teacher</p> <ul style="list-style-type: none"> • uses a limited variety of effective instructional strategies to deliver content • demonstrates limited use of scaffolding or differentiated instruction • demonstrates limited use of appropriate technology to deliver content 	<p>The teacher</p> <ul style="list-style-type: none"> • does not use effective instructional strategies to deliver content • does not scaffold or differentiate instruction • does not use appropriate technology to deliver content
Element 3.2: The teacher motivates and engages students in learning, problem solving and collaboration.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • facilitates student-led learning activities leading to deep understanding of the content • encourages students to initiate or adapt learning activities to deepen understanding • provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning 	<p>The teacher</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding • explains directions and procedures clearly and models them when necessary • provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning 	<p>The teacher</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content • explains directions and procedures • provides students with limited opportunities to collaborate using appropriate technologies 	<p>The teacher</p> <ul style="list-style-type: none"> • does not provide learning activities that are relevant to the content • does not provide meaningful activities • does not explain directions and procedures • does not provide students opportunities to collaborate

STANDARD 3: TEACHING			
Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> effectively modifies instruction to meet the needs of all students extensively monitors student progress using a variety of assessments collaborates with students and others to make instructional decisions extensively analyzes and uses student data to make instructional decisions uses a variety of formative assessments to differentiate instruction and provide effective interventions 	<p>The teacher</p> <ul style="list-style-type: none"> modifies instruction when need is apparent consistently monitors student progress using a variety of assessments uses student feedback to make instructional decisions analyzes student data to make instructional decisions uses a variety of formative assessments to differentiate instruction and provide appropriate interventions 	<p>The teacher</p> <ul style="list-style-type: none"> recognizes missed opportunities to modify instruction inconsistently monitors student progress using a variety of assessments examines student data uses formative assessments to provide whole-group interventions 	<p>The teacher</p> <ul style="list-style-type: none"> does not modify instruction does not monitor student progress does not base instruction on a variety of assessments does not provide interventions based on student data

STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL			
Element 4.1: The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> initiates the investigation that leads to the development of best practices extensively implements best practices mentors others in implementation of best practices shares results of investigation at the local, state, or national level 	<p>The teacher</p> <ul style="list-style-type: none"> engages in professional learning to investigate best practices consistently implements best practices shares best practices within the school community 	<p>The teacher</p> <ul style="list-style-type: none"> participates in opportunities to investigate best practices when invited to do so inconsistently implements best practices 	<p>The teacher</p> <ul style="list-style-type: none"> does not participate in professional development of best practices as required for self-renewal does not implement best practices does not implement best practices acquired through professional development to improve unsatisfactory performance rating
Element 4.2: The teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> initiates or advances the development of a collaborative team contributes consistently to group learning mentors others in utilizing the knowledge and skills gained 	<p>The teacher</p> <ul style="list-style-type: none"> participates actively in and/or facilitates a collaborative team contributes to group learning utilizes the knowledge and skills gained 	<p>The teacher</p> <ul style="list-style-type: none"> participates in a collaborative team when invited to do so attempts to utilize the knowledge and skills gained 	<p>The teacher</p> <ul style="list-style-type: none"> works in isolation does not contribute productively to work of collaborative teams as required for self-renewal does not utilize knowledge and skills gained does not utilize knowledge and skills gained to improve unsatisfactory performance rating

STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY			
Element 5.1: The teacher participates in school-wide collaborative efforts to support the success of all students.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • leads the ongoing development of school-wide initiatives based on school and student data • participates in the design and delivery of professional development for the implementation of school-wide initiatives 	<p>The teacher</p> <ul style="list-style-type: none"> • collaborates in the development of school-wide initiatives based on school and student data • participates in the implementation of school-wide initiatives 	<p>The teacher</p> <ul style="list-style-type: none"> • participates in school-wide initiatives 	<p>The teacher</p> <ul style="list-style-type: none"> • does not participate in school-wide initiatives
Element 5.2: The teacher works with parents, guardians, families and community entities to support student learning and well-being.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • develops ongoing opportunities for families to participate in classroom activities based on needs assessment • interacts appropriately with families within the school and community • utilizes theory and current research to facilitate meaningful connections between the school and family • develops and promotes meaningful school activities by utilizing community expertise and resources 	<p>The teacher</p> <ul style="list-style-type: none"> • offers ongoing opportunities for families to participate in classroom activities • interacts appropriately with families within the school setting • seeks relevant knowledge of the family in order to provide meaningful connections between the school and family • creates positive connections between the school and the community 	<p>The teacher</p> <ul style="list-style-type: none"> • participates in school-wide family activities • has minimal interaction with families • responds appropriately to contact from families • occasionally connects school activities with community resources 	<p>The teacher</p> <ul style="list-style-type: none"> • does not attend school-wide family activities • does not respond or inappropriately responds to contact from families • does not positively contribute to the relationship between school and community
Element 5.3: The teacher promotes practices and policies that improve school environment and student learning.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • involves and coaches others to implement and sustain teacher-identified change • takes a leadership role in growth initiatives that affect practice and policy throughout the school community 	<p>The teacher</p> <ul style="list-style-type: none"> • identifies possible areas of growth within the classroom and school • recommends and facilitates opportunities for change and growth in the classroom and school 	<p>The teacher</p> <ul style="list-style-type: none"> • participates in required initiatives leading to change in practice and policy in the classroom and school 	<p>The teacher</p> <ul style="list-style-type: none"> • does not participate in available opportunities for change and growth that affect practice and policy

STANDARD 6: STUDENT LEARNING			
The work of the teacher results in measurable progress of student learning of state-approved curricula.			
Distinguished	Accomplished	Emerging	Unsatisfactory
Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplishes a student learning goal that involves collaborative efforts across classrooms.	Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.

STANDARD 7: PROFESSIONAL CONDUCT			
The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.			
	Meets Standard	Below Standard	Unsatisfactory
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure
Respect	Interacts professionally with students, parents/guardians, colleagues and community	Interacts professionally with students, parents/guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional

3.3 – WVBE Policy 5310

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 142
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL (5310)**

§126-142-1. General.

1.1. Scope. -- These legislative rules establish the process for evaluation of the employment performance of professional personnel that shall be applied uniformly statewide.

1.2. Authority. -- W. Va. Constitution, Article XII, §2 and W. Va. Code §18-2-5 and §18A-2-12.

1.3. Filing Date. -- August 11, 2006

1.4. Effective Date. -- September 11, 2006

1.5. Repeal of Former Rule. -- This legislative rule revises W. Va 126CSR142 "Performance Evaluation of School Personnel" filed August 12, 2002 and effective September 11, 2002.

§126-142-2. Purpose.

2.1. This evaluation policy has two (2) major purposes:

2.1.1. To promote professional growth and development and assure quality performance in West Virginia schools, and

2.1.2. To provide evaluation data as one basis for sound personnel decisions.

§126-142-3. Authorities.

3.1. State Board of Education -- The State Board of Education shall: a) develop standardized evaluation components to be used by each county board of education in implementing its evaluation policy and related administrative procedures, and b) approve county board's of education employee evaluation administrative procedures.

3.2. County Board of Education -- Each county board of education shall implement written administrative procedures related to the requirements of this policy subject to the approval of the State Board of Education.

§126-142-4. Definitions.

4.1. Conference: a meeting between the supervisor and employee or among the improvement

teams and the employee focusing on the employee's performance, the employee's performance during an observation, an evaluation, or an improvement plan.

4.2. Evaluation Instruments: the approved evaluation form(s) containing the performance criteria.

4.3. Performance Criteria: indicators of stated job responsibilities used to evaluate the performance of an employee.

4.4. Observation: the process of collecting data on the employee's job performance.

4.5. Rating: an exemplary, exceeds standards, meets standards, or unsatisfactory value assigned to the performance of an employee.

4.6. Portfolio for Teachers: a collection of materials assembled and selected by the teacher to document commendable job performance. The compilation of this documentation is optional. The portfolio may be used by the teacher during the observation or the evaluation conference.

4.7. Portfolio for Administrators/Professional Support Personnel: a collection of materials assembled and selected by the administrator or professional support personnel to document goal attainment. The compilation of this documentation is required. The portfolio may be used by the administrator or professional support personnel during the observation or the evaluation conference.

4.8. Professional Growth and Development Plan: a plan designed and developed by teacher and his/her supervisor for continued professional growth.

4.9. Classroom Teacher: For the purposes of this policy, classroom teacher is defined as the professional educator who has a direct instructional relationship with pupils.

4.10. Professional Support Personnel: For the purposes of this policy, professional_support person is defined as the professional educator whose title includes but is not limited to the following: athletic trainer, counselor, education audiologist, school nurse, school psychologist, social service and attendance, and speech language pathologist.

4.11. Administrator: For the purposes of this policy, administrator is defined as the professional educator whose title includes but is not limited to the following: central office administrator, supervisor, director, coordinator, program specialist, principal, and/or vice principal.

4.12. Coach: For the purposes of this policy, coach is defined as a member of a school faculty, substitute teacher or student teacher within a public school or an authorized certified individual under contract with a county board of education who provides instruction, direction, or supervision to athletic teams for the purpose of developing ability or skill to perform in athletic contests.

4.13. Immediate Supervisor: For the purposes of this policy, immediate supervisor is defined

as a professional educator/administrator identified by the county superintendent to conduct observations, complete evaluations, and write and monitor improvement plans.

4.14. Orientation: a meeting to assure that all employees have a full understanding of the purposes, instruments and procedures used in evaluating the performance of employees.

4.15. High Objective Uniform State Standard of Evaluation (HOUSSE): HOUSSE is an optional method of documenting subject matter competency in a core academic subject(s) for a teacher in order to meet the definition of highly qualified teacher. Section I of the Teacher Evaluation Form identified in W.Va. 126CSR13, West Virginia Board of Education Policy 2320, A Process for Improving Education: Performance Based Accreditation System and W. Va. §126-142-14.2 that addresses a teacher's knowledge of the subject has been designated as West Virginia's HOUSSE. A general education teacher not new to the profession and a special education teacher eligible to use HOUSSE as defined in W. Va. 126CSR136 West Virginia Board of Education Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification (hereinafter Policy 5202), Section 8.2.2.c may use a rating of "meets standards" or higher on Section I of the Teacher Evaluation Form §126-142-8.1.3 to document his/her subject matter competency in order to meet the definition of highly qualified teacher in that content are being evaluated that year. Special education teachers who must rely on HOUSSE to demonstrate subject matter competency may use WV Board of Education approved professional development for the purpose of demonstrating subject matter competence.

§126-142-5. Training.

5.1. All supervisors shall receive training in a) conducting observations and conferences, b) completing evaluations, and c) writing and monitoring improvement plans.

5.2. Each evaluator shall be trained in management and evaluation skills.

5.3. The Center for Professional Development and the State Board of Education shall provide education and training in evaluation skills to administrative personnel who will conduct evaluations.

§126-142-6. State Board of Education Approval.

6.1. County school district administrative procedures approved by the State Board of Education shall be in effect no later than September 1, 2002.

§126-142-7. Principles of Operation.

7.1. County administrative procedures for conducting employee evaluations shall include a) the identity of the immediate supervisor who conducts the observations and evaluations, b) the time frame for conducting and completing the evaluation process, c) the procedures for sharing the results with the employee, and d) the process to be used in improving an employee's performance based on the evaluation results.

7.2. All monitoring and/or observations of the employee shall be conducted openly.

7.3. An employee whose performance evaluation is rated unsatisfactory shall be given an opportunity to correct the deficiencies.

7.4. Each county school district's administrative procedures shall be implemented in conformity with current grievance and other due process requirements.

7.5. To assure that all employees have a full understanding of the evaluation policy and procedures an orientation shall be convened for all employees at the beginning of the employment period. Employees shall be provided a copy of the instruments and procedures.

§126-142-8. Rating Structure.

8.1. The four (4) performance rating categories on the personnel evaluation form for employees are a) exemplary, b) exceeds standards, c) meets standards, and d) unsatisfactory. The scale for assessing the performance criteria is as follows:

8.1.1. Exemplary - Performance is consistently exceptional in meeting performance criteria demonstrated by providing extraordinary opportunities for student success through instructional strategies that confirm the teacher's expertise and the ability to reach all students.

8.1.2. Exceeds Standards - Performance is consistently above average in meeting performance criteria demonstrated by going beyond the established standards and instructional practices in reaching all students.

8.1.3. Meets Standards - Performance is consistently adequate in meeting performance criteria.

8.1.4. Unsatisfactory - Performance is not consistently acceptable in meeting performance criteria.

§126-142-9. Evaluation Criteria for Classroom Teachers.

9.1. Classroom teachers who are in their first, second, or third year of teaching shall be evaluated a minimum of two (2) times per year using performance criteria as set forth in this policy. Classroom teachers in their fourth or fifth year of teaching shall be evaluated a minimum of one (1) time per year using performance criteria. For classroom teachers with five (5) or more years of experience, who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the immediate supervisor determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals.

9.2. Observation of classroom teachers -- Teachers who are in their first, second, or third year of teaching will be observed a minimum of three (3) times for each written performance evaluation. Two (2) observations shall cover a minimum of thirty (30) minutes each and shall be conducted during an instructional activity. One (1) of the two (2) instructional observations shall

be scheduled with the teacher. Other observations shall be conducted at the discretion of the supervisor and may include non-instructional activities. The first observation shall occur on or before November 1.

9.3. Teachers in their fourth or fifth year of teaching will be observed a minimum of two (2) times for each written performance evaluation. One (1) of the two (2) observations shall cover a minimum of thirty (30) minutes and shall be conducted during an instructional activity. The supervisor shall schedule one (1) of the two (2) observations with the teacher. Other observations may be conducted at the discretion of the supervisor and may include non-instructional activities. The first observation shall occur on or before November 1.

9.4. HOUSSE. – Educators, regardless of the number of years teaching experience, wanting to use the HOUSSE option to demonstrate subject matter competence, must:

9.4.1. Meets Requirements. – Educators must first be eligible to use the HOUSSE option to demonstrate subject matter competence as specified in Policy 5202, Section 8.2.a-C-c. AND

9.4.2. Evaluation Request. – Educators must request in writing that the administrator conduct an observation and evaluation in each content area for which subject matter competence must be demonstrated.

a. Elementary. – Educators assigned to teach at the elementary level must have one observation and one evaluation for one content area.

b. Secondary. – Educators assigned to teach at the middle or high school level must have one observation in each content area assigned but only one evaluation.

c. Previous Evaluations. – Educators may use previous evaluations (not to exceed three years prior to current school year) to demonstrate subject matter competence.

9.4.3. Section of form to be used. – Only section I of the Performance Evaluation “Programs of Study” as referenced in §126-142-14.2 shall be used in evaluating the educator using the HOUSSE option.

9.5. Post observation conference -- After each thirty (30) minute observation of the teacher the supervisor shall conduct a post observation conference with the teacher within five (5) working days. At that time a signed copy of the observation form shall be given to the teacher. Additional conferences may be held on an as-needed basis as determined by the supervisor.

9.6. Supervisors may observe teachers at any time.

9.7. Lesson plans may not be used as a substitute for observations.

§126-142-10. Evaluation Process for Classroom Teachers.

10.1. Evaluation -- Evaluations shall address all levels of teacher responsibilities as outlined in §126-142-13. Commendations may be included and may be based upon data obtained from

the portfolio or other sources. Evaluations shall identify deficiencies, and shall provide written recommendations for meeting performance criteria and characteristics. Evaluations may be completed at any time during the school year before June 1.

10.2. For the purpose of evaluation, classroom teachers may not be required to include in lesson plans any of the following: teach/re-teach strategies; write to learn activities; cultural diversity; color coding; or any other similar items which are not required to serve as a guide to the teacher or substitute for daily instruction.

10.3. For teachers with five (5) or more years of experience who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the supervisor determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals.

10.4. To determine if an evaluation is needed more frequently for a particular teacher with five (5) or more years of experience and no unsatisfactory ratings, supervisors shall complete at least two (2) written observations using state performance criteria forms with deficiencies specified. Observations may be conducted during instructional or non-instructional activities at any time during the school year. The supervisor shall conduct a post observation conference with the teacher within five (5) working days of each observation informing the teacher during any observation conference after the first observation conference that an evaluation using state performance criteria forms will be conducted with reasons specified. After each conference, a signed copy of the observation form shall be given to the teacher.

10.5. Teachers with five (5) or more years of experience who have not received an unsatisfactory rating may request a professional growth and development plan or performance evaluation with a written request to the school principal by October 1 in the year an evaluation is requested. If a performance evaluation is requested, it shall be evaluated pursuant to §126-142-9.3. If a professional growth and development plan is requested, it will be mutually agreed upon by the teacher and supervisor and contain the following elements: goal(s), objectives and activities, and criteria to measure achievement of goal(s). On or before November 1 the professional growth and development plan will be developed and agreed upon by the teacher and supervisor. By June 1 progress toward achievement of the goal(s) will be discussed in the evaluation conference and included in the written evaluation narrative. The professional growth and development plan will be implemented for a one (1) year period and may be revised on an annual basis by mutual agreement by the teacher and supervisor.

10.6. Teachers requesting a HOUSSE with a written request to the school principal shall be evaluated pursuant to §126-142-9.4.

10.7. A teacher who has received an unsatisfactory rating shall be evaluated every year using state performance criteria forms until five (5) consecutive years of satisfactory ratings have been achieved. Thereafter, the teacher shall be evaluated pursuant to §126-142-9.1.

10.8. The immediate supervisor is responsible for the teacher's evaluation.

10.9. The supervisor shall share the evaluation with the teacher during a scheduled conference.

10.10. The teacher has the right to include a written statement as an addendum to the evaluation.

10.11. The teacher shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the teacher and the teacher has received a copy, but the signature shall not imply concurrence with the findings.

§126-142-11. Improvement Plan for Classroom Teachers.

11.1. An improvement plan shall be developed by the supervisor and teacher when a teacher's performance is unsatisfactory in any area of teacher responsibility as contained in §126-142-13.

11.2. The improvement plan shall designate how the teacher shall meet the criteria. The improvement plan shall:

11.2.1. identify the deficiency(ies),

11.2.2. specify the corrective action to remediate the deficiencies,

11.2.3. contain the time frame for monitoring and deadlines for meeting criteria, but in no case shall an improvement plan be for more than one (1) semester in length, and

11.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

11.3. After a teacher has successfully corrected deficiency(ies) the teacher must continue to meet standards.

11.4. If a teacher transfers within the county or to any other county within the state during the implementation of an improvement plan, the plan is transferred to the new supervisor for continuation.

11.5. Nothing in this section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-12. Improvement Team for Classroom Teachers.

12.1. A referral to an improvement team for a teacher whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The teacher may request the assistance of an improvement team.

12.2. The improvement team shall be comprised of the teacher's immediate supervisor, one additional administrator preferably in the content area, and one professional educator in the same

or related specialization. The professional educator shall be selected by the teacher and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to §126-142-3.2.

12.3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

12.4. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the teacher in meeting the performance criteria outlined in the plan, and c) identify additional resources.

12.5 Release time may be provided for teachers who serve on the improvement team.

§126-142-13. Classroom Teachers' Responsibilities.

13.1. Job descriptions for teachers shall include the following responsibilities:

13.1.1. implements programs of study,

13.1.2. fosters a classroom climate conducive to learning,

13.1.3. utilizes instructional management systems models that increase student learning,

13.1.4. monitors student progress towards mastery of instructional goals and objectives,

13.1.5. communicates effectively within the educational community, and with parents on a regular basis,

13.1.6. meets professional responsibilities, and

13.1.7. effective July 1, 2003, demonstrates competency in the knowledge and implementation of technology standards.

§126-142-14. Classroom Teachers' Performance Criteria.

14.1. Performance criteria in this section are the state adopted responsibilities for classroom teachers. The purpose is to clarify teacher responsibilities and help provide guidance to the teacher in understanding job expectations.

14.2. Programs of Study:

14.2.1. Definition: Provides curricula required by the State of West Virginia.

a. Bases instruction on adopted curricula for the school.

b. Demonstrates accurate and current knowledge in subject field.

- c. Develops appropriate lessons to teach instructional objectives.
- d. Employs a variety of instructional strategies to augment achievement.
- e. Uses content scope and sequence in planning.

14.3. Classroom Climate:

14.3.1. Definition: Provides an atmosphere conducive to learning consistent with school/county mission.

a. Follows established school discipline procedures that include W. Va. 126CSR99, West Virginia Board of Education Policy 4373, Student Code of Conduct.

- b. Establishes procedures and rules that enhance learning.
- c. Encourages students' attendance.
- d. Sets high positive expectations for student performance.
- e. Encourages and acknowledges individual student accomplishments and appropriate behavior.
- f. Treats students in a fair and equitable manner.
- g. Accommodates individual learning differences.
- h. Creates and maintains an environment that supports learning.
- i. Communicates with parents.

14.4. Instructional Management Systems:

14.4.1. Definition: Organizes teaching strategies to maximize allocated instructional time to increase student learning.

- a. Prepares and implements lesson plans.
- b. Begins lesson or instructional activity with a review of previous material as appropriate.
- c. Has materials, supplies and equipment ready at the start of the lesson or instructional activity.
- d. Introduces the instructional activity and specifies instructional objectives.
- e. Directs and adequately supervises students to be on task quickly at the beginning

of each instructional activity.

- f. Presents reading, writing, speaking, and listening strategies using concepts and language that students understand.
- g. Provides relevant examples and demonstrations to illustrate concepts and skills.
- h. Assigns developmentally appropriate tasks.
- i. Provides instructional pacing that ensures student understanding.
- j. Maximizes student time-on-task.
- k. Makes effective transitions between instructional activities.
- l. Summarizes the main point(s) of the instructional activity.
- m. Encourages students to express ideas clearly and accurately.
- n. Incorporates higher level thinking skills.
- o. Assists students to develop productive work habits and study skills, enabling communication with parents as needed.
- p. Provides remediation activities for students.
- q. Designs, delivers, and assesses student learning activities addressing the state adopted instructional goals and objectives.
- r. Integrates a variety of technology applications and learning tools to augment student achievement.

14.5. Student Progress:

14.5.1. Definition: Gathers, stores, and monitors data related to student learning for use in assessing progress toward achieving the instructional objectives.

- a. Follows grading policies and regulations.
- b. Maintains accurate and complete student records.
- c. Monitors and evaluates student progress.
- d. Provides feedback on student work.
- e. Monitors student attendance.

14.6. Communication:

14.6.1. Definition: Communicates with students, parents, educational personnel, and others, utilizes standard grammar, listening skills, and clarity in the presentation of ideas.

- a. Communicates student progress according to established procedures and policies.
- b. Communicates regularly and effectively with students, co-workers, parents/guardians, and the community, and exhibits appropriate interactive skills.
- c. Follows confidentiality procedures regarding students, parents/guardians, and fellow staff members.
- d. Speaks and writes standard English clearly, correctly, and distinctly.
- e. Determines and utilizes appropriate community resources.

14.7. Professional Work Habits:

14.7.1. Definition: Demonstrates behavior that reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication).

- a. Adheres to established laws, policies, rules, and regulations.
- b. Interacts appropriately with students, other educational personnel, and parents.
- c. Participates in activities that foster professional growth.
- d. Is punctual with reports, grades, records, and in reporting to work.
- e. Performs assigned duties.
- f. Strives to meet county/school goals.
- g. Commands respect by example in appearance, manners, behavior and language.

14.8. Technology Standards, effective July 1, 2003.

14.8.1. Definition: demonstrates competency and knowledge in the implementation of technology standards identified by the West Virginia Board of Education policies which are based on the International Society for Technology in Education (ISTE) Standards.

- a. Demonstrates a sound understanding of technology operations and concepts.
- b. Plans and designs effective learning environments and experiences supported by technology.

- c. Implements curriculum plans that include methods and strategies for applying technology to maximize student learning.
- d. Applies technology to facilitate a variety of effective assessment and evaluation strategies.
- e. Uses technology to enhance productivity and professional practice.
- f. Understands the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and applies that understanding in practice.

§126-142-15. Evaluation Process for Administrators.

15.1. Administrators who are in their first, second, or third year of administration, a minimum of two (2) written evaluations per year is required.

15.2. Administrators with three (3) or more years of administration, a minimum of one (1) written evaluation per year is required.

15.3. The administrator's immediate supervisor is responsible for monitoring performance and for preparing the written evaluation.

15.4. The purpose of the evaluation is to improve the administrator's performance and professional growth. The administrator and the immediate supervisor will mutually establish annual written goals for the administrator's performance evaluation on or before October 1. The goals shall be related to the administrator's job responsibilities. In addition to the goal setting conference the administrator and the supervisor will meet at least once annually to review progress toward meeting the established goals. The supervisor will schedule an evaluation conference with the administrator to share findings and prepare the written evaluation. The administrator shall receive a copy of the evaluation within five (5) working days.

15.5. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The administrator shall maintain a portfolio of materials that validate progress or completion of the mutually establish goals. The administrator's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the administrator's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance. Because the mutually established goals will be unique to each administrator, it follows that the evaluation narrative will focus on the administrator's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the administrator and the supervisor shall be included as part of the evaluation documentation.

15.6. The administrator's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the administrator. The administrator's signature does not imply

concurrence with the evaluation and/or its rating. The administrator shall receive a copy of the evaluation. The administrator has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the administrator must be affixed to the evaluation not later than five (5) working days following receipt of the written evaluation.

§126-142-16. Improvement Plan for Administrators.

16.1. An improvement plan shall be developed by the supervisor and administrator when an administrator's performance is unsatisfactory in any area of responsibility as contained in §126-142-18.

16.2. The improvement plan shall designate how the administrator shall meet the performance characteristics. The improvement plan shall:

16.2.1. identify the deficiency(ies),

16.2.2. specify the corrective action to remediate the deficiency(ies),

16.2.3. contain the time frame for monitoring and deadlines for meeting the performance characteristics, and in no case shall an improvement plan be for more than one (1) semester in length, and

16.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

16.3. After an administrator has successfully corrected deficiency(ies), the administrator must continue to meet standards.

16.4. Nothing in this section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-17. Improvement Team for Administrators.

17.1. A referral to an improvement team for an administrator whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The administrator may request the assistance of an improvement team.

17.2. The improvement team shall be comprised of the administrator's immediate supervisor and two administrators, one at the same school level. One of the administrators shall be selected by the administrator completing the improvement plan and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to §126-142-3.2.

17.3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

17.4. The improvement team shall monitor the improvement plan and may: a) conduct

observations and conferences, b) provide training to assist the administrator in meeting the performance criteria outlined in the plan, and c) identify additional resources.

17.5. Release time may be provided for administrators who serve on the improvement team.

§126-142-18. Administrators' Responsibilities.

18.1. In addition to established laws, policies, rules and regulations, job descriptions for administrators shall include the following responsibilities:

18.1.1. demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance,

18.1.2. provides purpose and direction for schools/county,

18.1.3. demonstrates cognitive skills to gather, analyze and synthesize information to reach goals,

18.1.4. manages group behaviors to achieve consensus,

18.1.5. enhances quality of total school/county organization,

18.1.6. organizes and delegates to accomplish goals,

18.1.7. communicates effectively, and

18.1.8. effective July 1, 2003, provides leadership in the implementation of technology standards.

§126-142-19. Administrators' Performance Characteristics.

19.1. Performance characteristics in this section are the state adopted responsibilities for administrators. The purpose is to clarify responsibilities of the administrator and to provide guidance to the administrator in understanding job expectations.

19.2. Instructional Leadership

19.2.1. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student achievement. Items that may be used to reflect instructional leadership competencies:

a. demonstrates a knowledge of supervision to improve instruction,

b. uses the evaluation process to improve instruction effectively,

c. analyzes a variety of educational data to focus on student achievement,

- d. guides teachers in their professional growth, and
- e. facilitates a climate that is conducive to student learning and development.

19.3. Purpose and Direction.

19.3.1. Proactive Orientation. -- Views self as the school's/county's leader, initiates action, takes responsibility and motivates others to assist in setting and achieving the goals. Items that may be used to reflect instructional leadership competencies:

- a. accepts authority and assumes responsibility,
- b. analyzes negative and positive forces affecting the school/county,
- c. takes immediate steps when problems arise,
- d. focuses resources on strategic goals,
- e. uses problem solving strategies,
- f. exhibits a positive attitude,
- g. encourages and facilitates meaningful and effective parent-teacher communication, and
- h. commands respect by example in appearance, manners, behavior and language.

19.4. Educational Values

19.4.1. Educational Values. -- Manifests values about the school/county including students' welfare, fairness to staff, effective communication with parents, and demonstrates behavior consistent with the values. Items that may be used to reflect instructional leadership competencies:

- a. promotes the welfare of students, faculty and staff, and
- b. sets high expectations and articulates them to community, parents, staff and students

19.5. Cognitive Skills.

19.5.1. Interpersonal Skills. -- Listens, understands and verbalizes the concepts, thoughts and ideas held by others to ensure an understanding of their feelings and position. Items that may be used to reflect interpersonal skills:

- a. encourages others to describe their perspectives,

- b. respects others' perspectives, and
- c. listens to others.

19.5.2 Problem Analysis. -- Searches for relevant data and analyzes complex information before arriving at an understanding of an event or a problem using formal and informal observations, research and interaction in gathering information. Items that may be used to reflect problem analysis:

- a. gathers information about the school, county, students, parents, and community as appropriate,
- b. attends professional development sessions that are relevant to goals, and
- c. accesses computer and management information systems.

19.5.3. Judgment. -- Generates, evaluates, and selects effective solutions in making decisions and solving problems. Items that may be used to reflect judgment:

- a. values divergent thinking,
- b. compares consequences of options, and
- c. makes decisions after data are analyzed.

19.6. Leadership.

19.6.1. Managing Interaction. -- Demonstrates effective use of group processes and facilitator skills. Items that may be used to reflect managing interaction:

- a. identifies self as a team leader,
- b. intervenes, negotiates, resolves conflict as needed,
- c. facilitates communication, and
- d. creates cooperative atmosphere.

19.6.2. Persuasiveness. -- Gains and sustains the attention and interest of others. Items that may be used to reflect persuasiveness:

- a. ties needs to established goals,
- b. articulates expected outcomes, and
- c. develops trust by modeling desired behavior.

19.6.3. Sensitivity. -- Understands the diversity among different groups and modifies interaction style to fit the situation. Items that may be used to reflect sensitivity:

- a. understands how own behavior may affect others,
- b. adjusts strategies when ineffective,
- c. exhibits appropriate interaction skills, and
- d. deals effectively with emotional issues.

19.7. Quality Enhancement.

19.7.1. Personal Motivation. -- Establishes high work standards for self and others. Items that may be used to reflect personal motivation:

- a. promotes excellence by evaluating goals,
- b. sets standards for goal accomplishment,
- c. considers feedback, and
- d. assesses own strengths and limitations.

19.7.2. Management. -- Devises opportunities to receive adequate information on the progress of work accomplishments, delegates activities and offers timely feedback relating to quality and productivity. Items that may be used to reflect management:

- a. supervises and monitors performance of staff,
- b. collects and records performance data,
- c. judges performance using criteria,
- d. reinforces desirable behavior,
- e. accesses computer and management information systems, and
- f. demonstrates effective school financial management.

19.7.3. Coaching. - Creates opportunities for development of human resources through effective use of coaching, and the use of staff development to foster individual growth. Items that may be used to reflect coaching:

- a. builds a supportive environment for learning,
- b. provides timely and specific feedback,

- c. reinforces growth and development, and
- d. exhibits effective conferencing skills.

19.8. Organization.

19.8.1. Organizational Ability. -- Develops a plan to meet goals by focusing on time lines and flow of activities, and identifies resources needed to accomplish the job. Items that may be used to reflect organizational ability:

- a. plans for goal accomplishment,
- b. establishes priorities,
- c. budgets and allocates resources,
- d. assigns tasks and activities, and
- e. plans for contingencies.

19.8.2. Delegation. -- Delegates authority and responsibility clearly and appropriately. Items that may be used to reflect delegation:

- a. assesses expertise of self and others,
- b. determines tasks to be assigned,
- c. determines tasks needing outside assistance,
- d. establishes performance standards, and
- e. provides guidance.

19.9. Communications.

19.9.1. Oral Communications. -- Uses verbal skills to communicate appropriately. Items that may be used to reflect oral communications:

- a. pronounces words and articulates clearly,
- b. speaks confidently, and
- c. uses correct grammar.

19.9.2. Written Communications. -- Demonstrates skill in writing appropriately to the intended audience. Items that may be used to reflect written communications:

- a. writes with clarity and conciseness, and
- b. uses correct grammar, spelling and appropriate language.

19.10. Technology Leadership, effective July 1, 2003.

19.10.1. Definition -- Demonstrates and creates opportunities for personnel to become competent and knowledgeable in the implementation of technology standards identified in §126-142-14.8.1. Items that may be used to reflect technology leadership competencies:

- a. inspires a shared vision for comprehensive integration of technology and fosters an environment and culture conducive to the realization of that vision,
- b. ensures that curricular design instructional strategies and learning environments integrate appropriate technologies to maximize learning and teaching,
- c. applies technology to enhance professional practice and to increase his/her own productivity and that of other personnel,
- d. ensures the integration of technology to support productive systems for learning and administration,
- e. uses technology to plan and implement comprehensive systems of effective assessment and evaluation, and
- f. understands the social, legal, and ethical issues related to technology and models responsible decision-making related to these issues.

§126-142-20. Evaluation Process for Professional Support Personnel.

20.1. Professional support personnel who are in their first, second, or third year of professional service, a minimum of two (2) written evaluations per year is required.

20.2. Professional support personnel in their fourth or fifth year of professional service, a minimum of one (1) written evaluation per year is required.

20.3. For professional support personnel with five (5) or more years of experience who have not received an unsatisfactory rating, a minimum of one (1) evaluation every three (3) years is required unless the supervisor determines that an evaluation is needed more frequently. Supervisors may determine that professional support personnel whose written evaluations include identified deficiencies related to specific professional support personnel performance characteristics may be evaluated more frequently than once every three years.

20.4. The professional support person's immediate supervisor, as defined by the county superintendent, is responsible for monitoring performance and for preparing the written evaluation.

20.5. The purpose of the evaluation is to improve the professional support person's performance and professional growth. The professional support person and the immediate supervisor will mutually establish annual written goals for the professional support person's performance evaluation on or before November 1. The goals shall be related to the professional support person's job responsibilities. In addition to the goal setting conference, the professional support person and the supervisor will meet at least once annually to review progress toward meeting the established goals. The supervisor will schedule an evaluation conference with the professional support person to share findings and prepare the written evaluation. The professional support person shall receive a copy of the evaluation within five (5) working days.

20.6. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The professional support person shall maintain a portfolio of materials that validate progress or completion of the mutually established goals. The professional support person's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the professional support person's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance. Because the mutually established goals will be unique to each professional support person, it follows that the evaluation narrative will focus on the professional support person's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the professional support person and the supervisor shall be included as part of the evaluation documentation.

20.7. The professional support person's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the professional support person. The professional support person's signature does not imply concurrence with the evaluation and/or its rating. The professional support person shall receive a copy of the evaluation. The professional support person has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the professional support person must be affixed to the evaluation not later than five (5) working days following receipt of the written evaluation.

§126-142-21. Improvement Plan for Professional Support Personnel.

21.1. An improvement plan shall be developed by the supervisor and the professional support person when the professional support person's performance is unsatisfactory in any area of responsibility as contained in §126-142-23 of this policy.

21.2. The improvement plan shall designate how the professional support person shall meet standards. The improvement plan shall:

21.2.1. identify the deficiency(ies),

21.2.2. specify the corrective action to remediate the deficiency(ies),

21.2.3. contain the time frame for monitoring and deadlines for meeting performance characteristics, and in no case shall the improvement plan be for more than one semester in length, and

21.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

21.3. After a professional support person has successfully corrected deficiencies the professional support person must continue to meet standards.

21.4. Nothing in this section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-22. Improvement Team for Professional Support Personnel.

22.1. A referral to an improvement team for the professional support person whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The professional support person may request the assistance of an improvement team.

22.2. The improvement team shall be comprised of the professional support person's immediate supervisor, one additional administrator preferably at the same school level, and one professional educator in the same or related specialization. The professional educator shall be selected by the professional support person and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to §126-142-3.2.

22.3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

22.4. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the professional support person in meeting the responsibilities outlined in the plan, and c) identify additional resources. Release time may be provided for professional educators who serve on the improvement team.

§126-142-23. Professional Support Personnel Responsibilities.

23.1. In addition to established laws, policies, rules and regulations, job descriptions for professional support personnel may include the following responsibilities when appropriate:

23.1.1. plans, prepares and implements new programs or facilitates change in the existing program,

23.1.2. organizes, directs, and coordinates programs,

23.1.3. gathers and interprets data for individuals, groups or programs,

23.1.4. delivers services to students or others,

23.1.5. collaborates with school personnel and/or parents to coordinate the delivery of services to students or others,

23.1.6. facilitates professional development activities to achieve goals,

23.1.7. develops and improves individual competencies and skills to deliver services, and

23.1.8. effective July 1, 2003, demonstrates competency in the knowledge and implementation of technology standards.

§126-142-24. Professional Support Personnel Performance Characteristics.

24.1. Performance characteristics in this section are the state-adopted responsibilities for professional support personnel. The purpose is to clarify responsibilities of the professional support person and to provide guidance to the professional support person in understanding job expectations.

24.2. Planning, Preparation and Implementation.

24.2.1. Engages in activities that prepare for implementation of new programs or facilitates change in existing programs and their implementation. Items that may be used to reflect planning and preparation:

- a. identifies needs of students and others,
- b. develops action plans based on identified needs,
- c. evaluates ongoing programs/plans,
- d. revises programs based on assessment ,
- e. implements ongoing program activities and revises activities as needed, and
- f. advises school personnel regarding available resources.

24.3. Administration/Management.

24.3.1. Organizes, directs, or coordinates programs that include responsibility for budgeting, staffing, reporting and other similar activities. Items that may be used to reflect administration/management:

- a. aids school administration in developing and providing policies and/or programs,
- b. establishes and communicates practices and procedures to students, parents,

community and staff,

- c. works to integrate program into total school curriculum,
- d. prepares thorough and accurate reports in a timely manner, and
- e. makes recommendations to modify the school program to meet individual students' needs.

24.4. Assessment/Evaluation.

24.4.1. Gathers and interprets data from individual, groups, or programs to evaluate needs and programs. Items that may be used to reflect assessment/evaluation:

- a. explains nature and purpose of assessment in an understandable manner,
- b. demonstrates knowledge of theories, techniques and instruments used for assessment,
- c. follows confidentiality procedures,
- d. makes provisions for the attainment and evaluation of program goals, and
- e. communicates effectively with school personnel, students, parents, and the community.

24.5. Intervention.

24.5.1. Delivers services to students and others to improve skills/functional abilities or inform recipients of services. Items that may be used to reflect intervention:

- a. provides activities to foster the development of the whole child/student,
- b. demonstrates positive interpersonal relationships with students, educational staff, parents, and the community,
- c. assists teachers and students in implementing plans/strategies,
- d. involves students in setting objectives, and
- e. uses systematic processes to assess needs, plan interventions, and evaluate outcomes.

24.6. Collaboration.

24.6.1. Collaborates with school personnel, parents and the community to assist with and coordinate the delivery of services to students. Items that may be used to reflect collaboration:

- a. presents information about services offered to students, school personnel, parents, and the community,
- b. assists parents and students with individual needs to secure available services,
- c. creates a positive climate during consultation,
- d. serves on or leads multidisciplinary teams, and
- e. respects values different from her/his own.

24.7. Professional Development.

24.7.1. Facilitates professional development activities to achieve goals. Items that may be used to reflect professional development:

- a. seeks input from staff,
- b. plans, implements, and evaluates professional development programs,
- c. disseminates information at meetings, and
- d. develops procedures and provides training for school personnel, students, and parents.

24.8. Professional Responsibilities.

24.8.1. Develops and improves individual competence and skill in delivering services consistent with professional standards. Items that may be used to reflect professional responsibilities:

- a. behaves in an ethical manner,
- b. demonstrates understanding of own professional limitations,
- c. continues professional development by keeping abreast of current trends,
- d. keeps appointments and follows up with commitments,
- e. adheres to established regulations, policies, rules and laws, and
- f. commands respect by example in appearance, manners, behavior and language.

24.9. Technology Standards, effective July 1, 2003.

24.9.1. Definition: demonstrates competency and knowledge in the implementation of

technology standards identified by the West Virginia Board of Education policies which are based on the ISTE Standards. Items that may be used to reflect instructional leadership competencies:

- a. demonstrates a sound understanding of technology operations and concepts,
- b. applies technology to facilitate a variety of effective assessment and evaluation strategies,
- c. uses technology to enhance productivity and professional practice, and
- d. understands the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and applies that understanding in practice.

§126-142-25. Evaluation Process for Coaches.

25.1. The primary purpose of the evaluation is to provide information necessary to make an objective assessment of the performance of coaches and assistant coaches and to assure that quality coaching is provided to the student athlete.

25.2. A minimum of one (1) written evaluation per coach's and assistant coach's contract period is required each year.

25.3. Principals, assistant principals, or athletic directors who hold an administrative certificate according to W. Va. Code §18A-2-12 shall evaluate coaches and assistant coaches.

25.4. The principal, assistant principal or athletic director shall conduct observations and evaluations of head coaches. A minimum of two (2) observations is required for each evaluation.

25.5. The principal, assistant principal or athletic director with input from the head coach, shall conduct observations and evaluations of assistant coaches. A minimum of two (2) observations is required for each evaluation.

25.6. The principal, assistant principal or athletic director shall share the evaluation with the coach/assistant coach during a scheduled conference and within a four (4) week period at the conclusion of each sport's season as defined by West Virginia Secondary School Activities Commission (WVSSAC).

25.7. The coaches and assistant coaches have the right to include a written statement as an addendum to the evaluation.

25.8. The coach and or assistant coach shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the coach and the coach has received a copy. The signature shall not imply concurrence with the findings.

§126-142-26. Improvement Plan for Coaches.

26.1. An improvement plan shall be developed by the principal, assistant principal or athletic director who holds an administrative certificate, when a coach's performance is unsatisfactory in an area of coaching responsibility as contained in §126-142-28.

26.2. The improvement plan shall designate how the coach shall meet performance criteria. The improvement plan shall:

26.2.1. identify the deficiency(ies),

26.2.2. specify the corrective action to remediate the deficiencies,

26.2.3. contain the time frame for monitoring and deadlines for meeting the criteria, and in no case shall an improvement plan be for more than one semester in length, and

26.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

26.3. After a coach has successfully corrected deficiencies the coach must continue to meet standards.

26.4. Nothing in this Section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-27. Improvement Team for Coaches.

27.1. A referral to an improvement team for a coach whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The coach may request the assistance of an improvement team.

27.2. The improvement team shall be comprised of the coach's immediate supervisor, one additional administrator and one coach in the same or related sport. The coach who will serve as a member of the improvement team shall be selected by the coach and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to §126-142-3.2.

27.3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

27.4. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the coach in meeting the performance criteria outlined in the plan, and c) identify additional resources.

27.5 Release time may be provided for employees who serve on the improvement team.

§126-142-28. Coaches' Responsibilities.

28.1. In addition to established laws, rules, policies and regulations, job descriptions for coaching shall include the following responsibilities:

28.1.1. communicating with parents and the educational community (Professional and Interpersonal Relations), and

28.1.2. implementing fundamental sports skills and sports management systems. (Coaching and Related Areas).

§126-142-29. Coaches' Performance Criteria.

29.1. Performance criteria in this section are the state adopted responsibilities for coaches. The purpose is to clarify coaching responsibilities and help provide guidance to the coach in understanding job expectations.

29.2. Professional and Interpersonal Relations.

29.2.1. Definition: Communicates with educational personnel, parents, students, and others. Items that may be used to reflect professional and interpersonal relations:

- a. cooperates with building principal,
- b. cooperates with athletic director,
- c. develops rapport with coaching staff within the school,
- d. organizes coaching staff,
- e. develops positive relationship with participants,
- f. develops positive relationship with student body,
- g. develops positive relationship with faculty,
- h. develops positive relationship with parents and community,
- i. develops positive relationship with game officials,
- j. develops positive relationship with news media,
- k. develops positive relationship with opponents,
- l. employs appropriate conduct during games,
- m. employs appropriate conduct during practices,
- n. attends league, conference and WVSSAC meetings,

- o. participate in activities that foster professional growth and development,
- p. motivates staff and players toward desired goals, and
- q. commands respect by example in appearance, manners, behavior and language.

29.3. Coaching and Related Areas.

29.3.1. Definition: Organizes strategies for teaching sports skills and sports management systems. Items that may be used to reflect coaching and related areas:

- a. develops high caliber and quality instruction,
- b. teaches fundamental skills,
- c. handles athletic injuries,
- d. cares for equipment,
- e. supervises participants and disciplines team appropriately,
- f. designs quality organization of practice sessions,
- g. designs pre-season planning,
- h. supervises managers and other support personnel,
- i. manages budget,
- j. follows purchasing procedures,
- k. initiates game organization skills,
- l. follows league, conference, and WVSSAC policies,
- m. devotes time and energy to coaching duties, and
- n. follows end of season procedures.

3.4 – Minutes from the July 13, 2011 Meeting of the WVBE Approving a Waiver of Policy 5310 Allowing 25 Schools to Pilot the Revised Educator Evaluation System.

MINUTES
WEST VIRGINIA BOARD OF EDUCATION
Board Conference Room
Capitol Building 6, Room 353
1900 Kanawha Boulevard, East
Charleston, West Virginia
July 13, 2011

I. Call to Order

President Priscilla M. Haden called the meeting of the West Virginia Board of Education (WVBE) to order at 12:30 p.m. on July 13, 2011, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Michael I. Green, Lowell E. Johnson, L. Wade Linger Jr., Gayle C. Manchin, and William M. White (via telephone). Members absent were Burma Hatfield and ex officios Jorea M. Marple, State Superintendent of Schools, Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education. Mr. Charles K. Heinlein, Deputy Superintendent of Schools, represented Superintendent Marple during the proceedings.

II. Recognitions

The Board: 1) recognized Dr. Kenna R. Seal, former Director of the Office of the Education Performance Audits, for his many years of exemplary service to education (Dr. Seal was the first Director of OEPA and served for 13 years); 2) heard from three students (██████████, Shady Springs High School/Raleigh County, ██████████ ██████████, Hurricane High School/Putnam County, and ██████████, Huntington High School/Cabell County) attending the first West Virginia Youth Science Camp addressed the Board regarding their camp experience; 3) recognized Ms. ██████████, a first grader at Barboursville Elementary (Cabell County); Ms. ██████████, an eighth grader at Beverly Hills Middle School (Cabell County); and Ms. ██████████, a sophomore at Greenbrier East High School (Greenbrier County), who submitted the winning videos in the West Virginia Department of Education's "What are you reading, West Virginia?" video contest; 4) recognized Ms. Betty Stepp, a kindergarten aide in McDowell County, recipient of the 2011 West Virginia Board of Education School Service Personnel Employee of the Year. Ms. Stepp is the first recipient of the new award. Mr. William Douglas Cooper, an electronic technician for Greenbrier County Schools, was recognized as runner-up for the award, and 5) Ms. Liza Cordeiro, Executive Director, WVDE Office of Communications, State Superintendent's Office, presented *Global21 Moments*, spotlighting Tyler, Hardy, Pocahontas, and Wyoming County Schools for the Board's information.

III. Approval of Agenda

President Haden called for a motion to approve the agenda. Upon motion by Ms. Phillips, seconded by Mr. Dunlevy, the Board unanimously approved the agenda.

IV. Personnel Progress Audit for Lincoln County School District

Dr. Gus Penix, Director of the Office of Education Performance Audits, reported that the Lincoln County School District was returned to full local control at the December 2010 WVBE meeting with the condition that the OEPA review the personnel areas to assure that the Lincoln County School District and the Lincoln County Board of Education adhere to personnel requirements of W. Va. Code and WVBE policies. A Team reviewed personnel areas at the Lincoln County Board of Education office on March 30 and April 1, 2011. The Team returned May 10, 2011, to check additional personnel issues.

Upon the recommendation of Dr. Penix and a motion by Mrs. Manchin, seconded by Ms. Phillips, the Board unanimously continued the Conditional Approval status of Lincoln County Schools, continued its provisional oversight of Lincoln County Schools and required that the county submit to the State Superintendent of Schools, through the Office of Legal Services, 1) monthly agendas of meetings and all official meeting minutes, and 2) a separate schedule listing all county personnel actions until such time as it is determined by another OEPA audit and upon action by the WVBE that the submission of the aforesaid information is no longer needed. (Copy appended to Official Minutes, Attachment A.)

Following the motion, Ms. Phillips requested that the West Virginia School Boards Association (WVSBA) contact the Lincoln County Board of Education and advise of the WVBE's concerns and offer WVSBA trainings to members of the Lincoln County Board of Education. Dr. Johnson requested that the WVBE President and State Superintendent of Schools send formal correspondence to the Lincoln County Board of Education regarding the WVBE's response to the OEPA audit findings. Dr. White suggested that a future meeting of the WVBE take place in Lincoln County.

V. Education Performance Audit Report of the Jefferson County School District and North Jefferson Elementary School, Page Jackson Elementary School, South Jefferson Elementary School, Charles Town Middle School, Harpers Ferry Middle School, and Wildwood Middle School, Jefferson County

Dr. Penix reported that an announced on-site review (five days in advance) was conducted of the Jefferson County School District on April 5-7, 2011. Individual school audits were also conducted at the following schools: North Jefferson Elementary School, Page Jackson Elementary School, South Jefferson Elementary School, Charles Town Middle School, Harpers Ferry Middle School, and Wildwood Middle School. Ms. Susan K. Wall, Superintendent of Jefferson County Schools, addressed the Board regarding the audit findings.

VI. Break

President Haden called for a break at 2:58 p.m.

VII. Call to Order

President Haden called the meeting back to order at 3:12 p.m.

VIII. Education Performance Audit Report of the Jefferson County School District and North Jefferson Elementary School, Page Jackson Elementary School, South Jefferson Elementary School, Charles Town Middle School, Harpers Ferry Middle School, and Wildwood Middle School, Jefferson County (Continued)

Upon the recommendation of Dr. Penix and a motion by Dr. Johnson, seconded Mrs. Manchin, the Board unanimously: 1) continued the Full Approval status of the Jefferson County School District and directed the WVDE System of School Support, to assist Jefferson County in developing a system of school support specifically directed to the personnel issues of hiring practices and licensure; 2) issued Exemplary Accreditation status to Page Jackson Elementary for school year 2011-2012; 3) approved South Jefferson Elementary School's Education Performance Audit report; and, 4) directed that North Jefferson Elementary School, Charles Town Middle School, Harpers Ferry Middle School, Wildwood Middle School, and Jefferson County revise the schools' Five-Year Strategic Plans within 30 days and correct the findings noted in the reports by the next accreditation cycle. (Copy appended to Official Minutes, Attachment B.)

IX. Final Individual School Education Performance Audit Report for Philip Barbour High School, Barbour County

Dr. Penix reported that an announced on-site review was conducted at Philip Barbour High School, Barbour County, on May 5, 2010. A Team returned to the above school April 19, 2011. The purpose of the return visit was to verify correction of the findings identified during the original Individual School Education Performance Audit and to recommend a final school accreditation status. The school had corrected two noncompliances and had not corrected four noncompliances. Dr. F. Joseph Super, Superintendent of Barbour County Schools, addressed the Board regarding the audit findings. Dr. Johnson requested clarification from the WVDE Office of Legal Services regarding the number of times an OEPA review is required before a school is identified as low performing.

Upon the recommendation of Dr. Penix and a motion by Mrs. Manchin, seconded by Mr. Dunlevy, the Board unanimously issued Philip Barbour High School Temporary Accreditation status with an April 30, 2012 Date Certain to correct the remaining findings listed in the report. (Copy appended to Official Minutes, Attachment C.)

X. Capacity Building for Low Performing Schools and Intervention Counties

Mr. Ted Mattern (distributed information), System Support, Office of the State Superintendent, provided a brief summary of services provided to Gilmer, Marion, Preston, McDowell, and West Virginia Schools for the Deaf and the Blind. Ms. Michele Blatt, Executive Director, WVDE Office of School Improvement provided information regarding services

provided to Jefferson County Schools and Philip Barbour High School. (Copy appended to Official Minutes, Attachment EE.)

XI. Consent Agenda

Upon motion by Mr. Green, seconded by Ms. Phillips, the Board unanimously approved the Consent Agenda. (Copies appended to Official Minutes, Attachments D through S.)

- Continued the Full Accreditation status of Mount Vernon Elementary School, Barbour County (Attachment D)
- Continued the Full Accreditation status Sutton Elementary School, Braxton County (Attachment E)
- Continued the Distinction Accreditation status of Brooke High School, Brooke County (Attachment F)
- Continued the Full Accreditation status of Oak Glen Middle School, Hancock County (Attachment G)
- Continued the Full Accreditation status of Wilsonburg Elementary School, Harrison County (Attachment H)
- Issued Cedar Grove Elementary School Full Accreditation status and continued the Full Accreditation status of Hayes Middle School, Kanawha County (Attachment I)
- Continued the Full Accreditation status of the Nicholas County Career/Technical Center (Attachment J)
- Meeting minutes of June 8 and 23, 2011 (Attachment K)
- Closure of J. E. Robins Elementary and Watts Elementary Schools upon the completion of the new West Side II Elementary School (Attachment L)
- West Virginia Schools for the Deaf and the Blind Comprehensive Educational Facilities Plan (CEFP) - The West Virginia Schools for the Deaf and the Blind (WVSD/B) CEFP evaluation team has interviewed three professional architectural firms to assist in the development of a CEFP for the WVSD/B. Based on the required interview scoring system, the CEFP evaluation committee has ranked ordered the three firms interviewed. State Purchasing will negotiate a price for services with the top ranked firm with the understanding that mutual agreement must be reached between the WVSD/B and the top ranked firm on cost. The name of the successful architectural firm will be brought before the WVBE for approval once the firm is determined.

- West Virginia Board of Education's Response to the 2011 Annual Report of the West Virginia Advisory Council for the Education of Exceptional Children (WVACEEC) (Attachment M)
- Four county applications representing summer school at an additional eight county locations (Attachment Mc)
- Fifty-five County Step 7 Plans for Improvement of Instruction (Attachments N-1 and N-2)
- Office of Institutional Education Programs (OIEP) School Calendars for 2011-2012 and granted the Superintendent of the OIEP the authority to approve minor amendments to the school calendars, as needed, for good cause (Attachment O)
- Policy 2322, Standards for High Quality Schools (Attachment P-1 and P-2)
- Policy 2520.1, 21st Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools and Policy 2520.1A, Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools (Attachments Q-1 and Q-2)
- Policy 2520.2, 21st Century Mathematics Content Standards and Objectives for West Virginia Schools and Policy 2520.2B, Next Generation Content Standards and Objectives for Mathematics in West Virginia Schools (Attachments R-1, R-2a and R-2b)
- West Virginia Secondary School Activities Commission (WVSSAC) - *Series 2*, Athletics, Provisions Governing Eligibility, *Series 3*, Provisions Governing Contests, and *Series 4*, Provisions Governing Conduct (Attachments S-1, S-2 and S-3).

XII. Amicus Brief in the matter of *Boards of Education of the Counties of Barbour, et al. v. Public Employees Insurance Agency, et al.*, No. 11-0243 (Kanawha 10-C-327)

Ms. Heather L. Deskins, General Counsel to the WVBE and WVDE, presented an Amicus Brief in the matter of *Boards of Education of the Counties of Barbour, et al. v. Public Employees Insurance Agency, et al.*, No. 11-0243 (Kanawha 10-C-327) for the Board's consideration. Fifty of West Virginia's county boards of education (the Petitioners) filed a lawsuit in the Circuit Court of Kanawha County alleging that the following actions interfere with and frustrate Petitioners' ability to provide a thorough and efficient system of free schools in accordance with Article XII, Section 1 of the West Virginia Constitution: 1) the application of West Virginia Code §5-16D-6(e) to county boards of education by the Public Employees Insurance Agency (PEIA) and the PEIA Finance Board; 2) the assessment and billing of the total Other Post Employment Benefits (OPEB) liability to county boards of education by the PEIA

and the PEIA Finance Board; and 3) the requirement by the West Virginia State Auditor that Petitioners record the total OPEB liability as a current liability on their annual financial statements. Respondents (PEIA, the PEIA Finance Board, and the West Virginia State Auditor) moved to dismiss the complaint on the basis that Petitioners raised a nonjusticiable political question and on the basis that the complaint did not satisfy the standard applicable to determining whether a court should entertain a declaratory judgment action. The Circuit Court agreed with Respondents and dismissed the complaint without entertaining the merits of the case. The Petitioners filed an appeal of the dismissal to the West Virginia Supreme Court of Appeals. The Court has subsequently agreed to hear the appeal.

Upon motion by Mr. Dunlevy, seconded by Ms. Phillips, the Board unanimously approved the filing of an amicus brief in support of *Boards of Education of the Counties of Barbour, et al. v. Public Employees Insurance Agency, et al.*, No. 11-0243 (Kanawha 10-C-327).

XIII. Board Reports

Professional Development Committee. Dr. Johnson, assisted by Mr. Nathaniel Hixson (distributed information), Assistant Director, WVDE Office of Research, provided information regarding the committee meeting that took place on June 22. Agenda items included: discussion of online registration system for professional development, review of professional development survey (draft report), update on statewide professional development plan, discussion of memorandum on state professional development policies, Advanced Placement and Policy 2510 update and discussion of Policy 2515 and weighted grades for AP courses/exams. (Copy appended to Official Minutes, Attachment FF.)

Board Member Reports. Dr. White indicated that he wished to provide a report (with video) regarding his June visit to the WVSDB at the August meeting and provided information regarding his attendance at a meeting with the intervention counties sponsored by the WVSBA. Mrs. Manchin provided information regarding the NASBE Southern Regional meeting regarding the common core standards that took place at The Greenbrier in Lewisburg. Mr. Dunlevy provided information regarding a recent meeting of the School Building Authority of West Virginia and attended the annual superintendent's meeting at Oglebay. Ms. Phillips and Ms. Haden provided information regarding graduation activities at the WVSDB and parental concerns regarding the lack of opportunities to interact with stimuli outside the school/campus atmosphere.

XIV. Recess

President Haden recessed the meeting at 4:45 p.m. and announced that the meeting would reconvene on July 14, 2011, at 9:00 a.m., in the same location.

XV. Reconvene

President Haden reconvened the meeting of July 13, 2011, at 9:00 a.m. on July 14, 2011, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Michael I. Green, Lowell E. Johnson, L. Wade Linger Jr., Gayle C. Manchin, and William M. White (via telephone). Members absent were Burma Hatfield and ex officios Jorea M. Marple, State Superintendent of Schools, Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education. Mr. Charles K. Heinlein, Deputy Superintendent of Schools, represented Superintendent Marple during the proceedings.

XVI. Board Reports (Continued)

President Haden provided information regarding the signing of the Memorandum of Understanding as a part of the Common Ground: Education and Military Partnership, Civic Literacy meeting, RESA 8 meeting, legislative agenda building, judicial conference, and visit to RESA 5 to recognize Mr. Ronald K. Nichols for his many years of service (Mr. Nichols retired as Executive Director of RESA 5 on June 30, 2011) and Education Commission of the States/National Civic Literacy Council meetings.

XVII. Waivers of State Board of Education Policies and Regulations, Superintendent's Interpretations and State Statutes and Legislative Rules

Ms. Betty Jo Jordan, Executive Assistant to the State Superintendent presented waivers of State Board of Education policies and regulations, Superintendent's Interpretations and state statutes and legislative rules for the Board's consideration. In March 2011, the WVBE revised its procedures for first time and continuation of waiver requests for instructional materials or high school courses to be used as substitutes for graduation requirements. The revision established a uniform, annual timeline for these requests, approval and evaluation. All requests for waivers of instructional materials or for courses used as a substitute for graduation requirements must now be submitted on or before May 1 of each year. The WVBE will then consider those requests at its annual July meeting. Approved waivers of instructional materials will be effective for two school years; each county or school is required to submit annual evaluation results which will be reviewed by appropriate WVDE staff. Should any continuation for waiver be denied, the school/county will be expected to immediately implement their alternative plan for instructional materials. Approved waivers for courses used as a substitute for graduation requirements will be effective upon approval until June 30 of the next calendar year. All schools or counties who receive such waivers for courses as substitute for graduation requirements will be required to annually submit evaluation results to WVDE/WVBE. In the event such waiver is not approved, the school or county will be notified to modify course/student schedules so that students are enrolled in the appropriate high school course for graduation credit. All other requests for waivers or WVBE policies will be reviewed as received and placed on WVBE agenda accordingly. Any school or county that receives a waiver of WVBE policy must provide evaluation of impact of waiver to WVDE/WVBE on an annual basis. The approved waiver will be in effect for one year from approval date or for the period of time requested and approved. WVDE staff reviewed each request and prepared recommendations for WVBE action.

Upon motion by Ms. Phillips, seconded by Mrs. Manchin and unanimously carried, the Board approved two first time requests for waivers of WVBE policy, three continuation requests

for waivers of WVBE policy and 20 requests for continuation waiver of instructional materials. (Copy appended to Official Minutes, Attachment T.)

XVIII. Appointments to the Educator Preparation Program Review Board

Dr. Amelia Courts, Assistant State Superintendent, Division of Educator Quality and System Support, presented appointments to the Educator Preparation Program Review Board (EPPRB) for the Board's consideration. The Educator Preparation Program Review Board (EPPRB) makes recommendations to the WVBE regarding initial and continuing educator preparation program approval. According to Policy 5100, the EPPRB is comprised of seven members; three members representing higher education, three members representing public education, and one member representing the West Virginia Commission for Professional Teaching Standards. Members representing the public schools are nominated and approved by the WVBE. Rachel Cunningham, a teacher from Upshur County; Delores Cook, former WVBE Member; Isaac Lewis, a teacher from Hampshire, have been nominated by members of the WVBE.

Upon motion by Dr. Johnson, seconded by Ms. Phillips and unanimously carried, the Board appointed Rachel Cunningham, Delores Cook, and Isaac Lewis to the EPPRB. (Copy appended to Official Minutes, Attachment U.)

XIX. WVBE Policy 2525, West Virginia's Universal Access to Early Education System, Section §126-28-6, Collaboration and the County Plan

Mr. Clayton Burch (distributed information), Assistant Director, WVDE Office of Instruction, presented the county plans required by Policy 2525 for the Board's consideration. W. Va. Code §18-5-44 requires county boards of education to submit a plan at least every two years for implementation of their pre-kindergarten system. The WVBE and West Virginia Department of Health and Human Resources (WVDHHR) have the responsibility for convening a committee, known as the WV Pre-K Steering Team, to review the quality and content of the county plans. Pursuant to WVBE Policy 2525 the WV Pre-K Steering Team has reviewed the county plans and submitted its recommendation for approved county plans to the WVDHHR. The WVDHHR has informed the WVDE and the WVBE of all West Virginia Pre-K County Plans approved for FY2011-2012.

Upon motion by Mrs. Manchin, seconded by Ms. Phillips and unanimously carried, the Board accepted the county plans in order that funding for programs be authorized. (Copy appended to Official Minutes, Attachment V and addenda.)

XX. Policy 2340, West Virginia Measures of Academic Progress Revision

Mr. Robert E. Hull, Associate Superintendent, presented Policy 2340 for the Board's consideration. Amendment of Policy 2340 is required due to the recent revision of Policy 2510, Assuring Quality of Education: Regulations for Education Programs.

Upon motion by Mr. Dunlevy, seconded by Ms. Phillips and unanimously carried, the Board placed the affected portions of Policy 2340 on public comment for 30 days. (Copy appended to Official Minutes, Attachment W.)

XXI. Policy 3236, Education Innovation Zones

Dr. Courts presented Policy 3236 for the Board's consideration. Policy 3236 is being revised to incorporate Senate Bill 228, Local Solution Dropout Prevention and Recovery Innovation Zone Act provisions. The intent of the bill is to add a separate category of innovation zones focusing on dropout prevention. The original category of innovation zones contained in Policy 3236 will be maintained.

Upon motion by Dr. Johnson, seconded by Ms. Phillips and unanimously carried, the Board placed Policy 3236 on public comment for 30 days. (Copy appended to Official Minutes, Attachment X.)

XXII. Policy 5100, Approval of Educational Personnel Preparation Programs

Ms. Lori Wiggins, Executive Director, WVDE Office of Professional Preparation, presented Policy 5100 for the Board's consideration. WVBE Policy 5100 has been revised to reflect the new Praxis test numbers and scores for the tests that have been regenerated; to adjust the definition of accredited institution of higher education to mirror definition in WVBE 5202; clarify programmatic levels previously omitted; to modify the programmatic level for the PreSchool endorsement from Birth - PreK to PreK-PreK; to modify the Severe Disabilities endorsement from PreK-Adult to K-Adult; to update the scores for the SAT and ACT exemption to the PPST; to clarify the three (3) semester hours of instructional technology for renewal purposes applies to individuals who are not enrolled in a program that leads to a masters degree or an additional endorsement; to allow candidates that have satisfied the college algebra requirement to take an additional college level math course; to update language regarding the Annual Report requirements for institutions of higher education; and to make other edits to clarify the intent of the policy.

Upon motion by Dr. Johnson, seconded by Mrs. Manchin and unanimously carried, the Board placed Policy 5100, specifically the Table of Contents and sections 1, 5.1, 6.3.3, 10.5.5, 14.1, Appendix D, and Appendix E, on public comment for 30 days. (Copy appended to Official Minutes, Attachment Y.)

**XXIII. Policy 5202, Minimum Requirements for the
Licensure of Professional/Paraprofessional Personnel and
Advanced Salary Classifications**

Ms. Wiggins presented Policy 5202 for the Board's consideration. Policy 5202 has been revised to reflect the new Praxis test numbers and scores for the tests that have been regenerated; clarify programmatic levels previously omitted; modify the programmatic level for the PreSchool endorsement from Birth-PreK to PreK-PreK; modify the Severe Disabilities endorsement from PreK-Adult to K-Adult; require that the Chief Business Official Initial Authorization include a minimum 2.5 GPA for the required 24 semester hours of coursework;

insert previously omitted renewal requirements for JROTC; sunset the Student Support Certificate for Athletic Training per new W. Va. Code; add two Advanced Credentials for Business and for Marketing; to update the scores for the SAT and ACT exemption to the PPST; provide a renewal option for technology integration specialist authorization; clarify language related to salary classifications; and make other edits to clarify the intent of the policy.

Upon motion by Dr. White, seconded by Ms. Phillips and unanimously carried, the Board placed Policy 5202, specifically the Table of Contents and sections 1, 4, 10,1.2.F.a, 10.4.1, 10.3.6, 11.7.3a, 11.7.3a.BB and CC, 11.7.3a.G.a., 19.3.3, 20, 22, 24, and Appendix A, on public comment for 30 days. (Copy appended to Official Minutes, Attachment Z.)

XXIV. Waiver for the Revised Educator Evaluation System

Dr. Courts (distributed information) presented a request to waive the requirements of Policy 5310 on behalf of the schools that will be utilizing the revised educator evaluation system and instruments in a pilot program.

Upon motion by Dr. Johnson, seconded by Ms. Phillips and unanimously carried, the Board approved the waiver request the schools participating in the pilot program. (Copy appended to Official Minutes, Attachment AA and addenda.)

XXV. Break

President Haden called for a break at 10:20 a.m.

XXVI. Call to Order

President Haden called the meeting back to order at 10:30 a.m.

**XXVII. WVBE Personnel Matters including
Termination of Employment of Employee at RESA 1,
Termination of Employment of Employee at Vicki V. Douglas Juvenile Center
and RESA 4 Executive Director Search
Executive Session**

President Haden distributed a proposed process for the hiring of an Executive Director of RESA 4. It was the consensus of the Board that the process be approved. Thereupon, as provided in W. Va. Code §6-9A-4(b)(2)(A) (personnel exception) and, President Haden called for a motion to move into executive session to take up the termination of employment of the employees at RESA 1 and the Vicki V. Douglas Juvenile Center.

Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously entered into executive session at 10:37 a.m.

XXVIII. Return from Executive Session

The Board returned from executive session at 11:37 a.m. at which time President Haden announced that no decisions were made or action taken. Thereupon, President Haden called for a motion to approve the Board's personnel attachment inclusive of the termination of employment of employee at RESA 1, termination of employment of employee at the Vicki V. Douglas Juvenile Center, and signatory authority to Pam Butcher, RESA 4, until such time as the Executive Director assumes responsibility. Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously approved the motion as stated by President Haden. (Copy appended to Official Minutes, Attachment BB and addendum.)

XXIX. State Superintendent's Report

Mr. Heinlein presented Department personnel items for the Board's information. (Copy appended to Official Minutes, Attachment CC.)

XXX. Board Items for Future Consideration

President Haden asked that items, inclusive of any requested during the meeting, that members wish considered for placement on a future agenda are to be provided to the President as soon as possible. (Copy appended to Official Minutes, Attachment DD.)

XXXI. Election of Officers 2011-2012

President Haden extended her appreciation to the Board for their support over the past two years and called for nominations from the floor.

President

Dr. Johnson nominated Mrs. Manchin to the office of President. Ms. Phillips seconded the motion. Mrs. Manchin declined the nomination.

Mr. Green nominated Mr. Linger to the office of President. Ms. Phillips seconded the motion.

No additional nominations were offered and upon the call for the question the motion was carried. Mr. Linger was elected President.

Vice President

Ms. Haden nominated Dr. White to the office of Vice President. Ms. Phillips seconded the motion. Upon the call for the question the motion failed.

Mr. Green nominated Mrs. Manchin to the office of Vice President. Ms. Phillips seconded the motion. No additional nominations were offered and upon the call for the question the motion was unanimously carried. Mrs. Manchin was elected Vice President.

Secretary

Mr. Green nominated Mr. Dunlevy to the office of Secretary. Ms. Phillips seconded the motion. No additional nominations were offered and upon the call for the question the motion was unanimously carried. Mr. Dunlevy was elected Secretary.

Dr. Johnson conveyed his appreciation to President Haden for her service as President over the past two years (Dr. Johnson's sentiments were echoed by all members of the Board).

XXXII. Future Meetings

The next meeting of the Board will be held August 10, 2011, in Charleston, West Virginia. The meeting will continue on August 11, 2011, if the agenda is not completed on August 10, 2011.

XXXIII. Point of Personal Privilege – President L. Wade Linger Jr. Governor's Education Efficiency Audit

President Linger stated that he wished an update to be provided at each Board meeting regarding the Governor's Education Efficiency Audit and indicated that Mr. Green, Mrs. Manchin and Ms. Phillips have agreed to assist him in keeping abreast of audit proceedings.

XXXIV. Adjournment

President Haden declared the meeting adjourned at 11:55 a.m.

Minutes approved by the Board on August 10, 2011.

L. Wade Linger Jr., President

Robert W. Dunlevy, Secretary

3.5 – Minutes from the July 21, 2012 Meeting of the WVBE Approving a Waiver of Policy 5310 Allowing 111 Additional Schools to Join the Pilot of the Revised Educator Evaluation System.

MINUTES
WEST VIRGINIA BOARD OF EDUCATION
Board Conference Room
Capitol Building 6, Room 353
1900 Kanawha Boulevard, East
Charleston, West Virginia
July 11, 2012

I. Call to Order

Following the welcome, introductions and Pledge of Allegiance, President L. Wade Linger Jr. called the meeting of the West Virginia Board of Education (WVBE) to order at 12:33 p.m. on July 11, 2012, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Linger, Vice President Gayle C. Manchin, Secretary Robert W. Dunlevy, Michael I. Green, Priscilla M. Haden, Lloyd G. Jackson II, Lowell E. Johnson, Jenny N. Phillips and William M. White (via telephone) and ex officio Jorea M. Marple, State Superintendent of Schools. Student representative in attendance was Jared Peterson of Morgantown, West Virginia, a 2012 graduate of Morgantown High School (Monongalia County). Members absent were ex officios Paul L. Hill, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

II. Delegations

Mr. Michael Kelley, Principal, Herbert Hoover High School (Kanawha County), representing the West Virginia Association of Secondary School Principals and Kanawha County Schoolmasters, addressed the Board regarding the Teacher Evaluation Pilot. Ms. Carolyn Arritt, citizen of Fayette County, addressed the Board regarding Fayette County.

III. Approval of Agenda

President Linger requested a motion to approve the agenda. Mr. Dunlevy moved that the agenda be approved. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously.

IV. Broadband Technology and Opportunities Program (BTOP) Update

Mr. Mark McKenzie (distributed information), Manager - Engineering, Frontier Communications, provided an update regarding BTOP. Ms. Brenda Williams, Division Leader, Superintendent's Division, WVDE Office of Instructional Technology, and Mr. John Miller (distributed information), Assistant Director, WVDE Office of Instructional Technology, provided an update regarding WVDE BTOP issues. (Copy appended to Official Minutes, Attachment V.)

V. Wheeling Academy of Law and Science Foundation's Mock Trial Project

Ms. Barbara Knutsen (distributed information), Executive Director, Wheeling Academy of Law and Science, provided information regarding the Wheeling Academy of Law and Science Foundation's Mock Trial Project. The mock trial project brings the system of American justice to life by allowing students to act out the roles of lawyers, witnesses, and jurors based upon factual case scenarios prepared by the foundation. Over 9,500 students have participated during the project in two-day age appropriate scripted mock trials in 4th or 5th and 8th grade public school classrooms in the northern panhandle and Kanawha County. (Copy appended to Official Minutes, Attachment W.)

VI. Transition to Teaching Project (TtT)

Dr. Amelia Courts, Assistant State Superintendent, Division of Educator Quality and System Support, introduced Ms. Lisa D. Hedrick, Executive Director, and Mr. Doug Cipoletti, Coordinator, WVDE Office of Professional Preparation, who provided information regarding the Transition to Teaching Project (TtT). TtT is an alternative certification program that targets high-need fields in schools across West Virginia. The program is in its fourth year and has had tremendous success. To date, TtT has certified 103 teachers in the content areas of mathematics, English, science, foreign language and multi-categorical special education. Mr. Scott Adkins, science teacher, Man Middle School (Logan County), Mr. Thomas Bane, mathematics teacher, Mingo Central Comprehensive High School (Mingo County), and Ms. Heidi Johnston, mathematics teacher, River View High School (McDowell County), recent TtT graduates, also addressed the Board regarding TtT.

**VII. 2012 West Virginia Board of Education
School Service Personnel Employee of the Year**

Mr. Keith Burdette, Executive Director, WVDE Office of Human Resources, introduced Mr. Richard Bussard, Jr., bus mechanic, Jefferson County Schools, first runner-up and Ms. Debra Martin, secretary, Putnam County Schools, recipient of the 2012 WVBE School Service Personnel Employee of the Year award.

VIII. Break

President Linger called for a break at 1:43 p.m.

IX. Call to Order

President Linger called the meeting back to order at 1:52 p.m.

X. Director's Information

Dr. Gus Penix, Director of the Office of Education Performance Audits, provided an update of OEPA activities including the revision of Policy 2320.

XI. Release of Lincoln County from July 2011 Requirements regarding Submittal of Personnel, Agenda, and Meeting Minutes

Dr. Penix reported that in July 2011 the Lincoln County Board of Education, while under conditional approval status, was determined to not be in compliance with personnel laws. As a result, the OEPA recommended that the conditional approval status of Lincoln County Schools be continued and that the county be required to submit the following to the State Superintendent of Schools, through the Office of Legal Services, until such time as it is determined by another OEPA audit and upon action by the WVBE that the submission of the listed information is no longer needed: 1) monthly agendas of meetings and all official meeting minutes, and 2) a separate schedule listing all county personnel actions. The WVBE accepted the OEPA's recommendations in order to assure proper adherence to personnel laws and the appropriate application of personnel laws by the Lincoln County Board of Education. During the past year, the Lincoln County Board of Education has displayed due diligence in the exercise of its responsibility for personnel; the OEPA returned to Lincoln County June 28, 2012, to assess progress relative to personnel issues identified in the July 2011 report to the WVBE. In order to return full control to the Lincoln County Board of Education, the OEPA must revisit Lincoln County to ascertain the degree of compliance with the standards set forth in Policy 2320 and make a recommendation to the WVBE regarding the status of the Lincoln County school system.

Upon the recommendation of Dr. Penix, Mrs. Manchin moved, pursuant to W. Va. Code §18-2E-5, that Lincoln County Schools be issued Full Approval status, and that the review of monthly agendas of meetings, official meeting minutes, and county personnel actions be discontinued effective immediately and that the OEPA conduct a review audit of the Lincoln County school system in the fall of 2012. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment A.)

XII. Follow-Up Individual School Education Performance Audit Reports and Revised Strategic Plans for Fort Gay Elementary School, East Lynn Elementary School and Wayne Middle School, Wayne County

Dr. Penix reported that announced on-site reviews (five days in advance) were conducted at Fort Gay Elementary School, East Lynn Elementary School and Wayne Middle School January 27, 2011. The Team returned to Fort Gay Elementary School and East Lynn Elementary School March 28, 2012 and Wayne Middle School March 29, 2012. The purpose of the follow-up reviews was to verify correction of the findings identified during the original Education Performance Audits. Ms. Lynn Hertz, Assistant Superintendent, and Ms. Debbie Russell, Elementary Director, Wayne County Schools, addressed the Board regarding the East Lynn Elementary audit report.

Upon the recommendation of Dr. Penix, Ms. Haden moved that Fort Gay Elementary School, East Lynn Elementary School and Wayne Middle School be issued the accreditation status listed in the Follow-up Individual School Reports and that a monthly progress report be provided to the WVBE and WVDE by the Superintendent of Wayne County Schools regarding Fort Gay Elementary School, East Lynn Elementary School and Wayne Middle School. Ms.

Phillips seconded the motion and upon the call for the question the motion was carried unanimously. In light of the audit report findings, it was the consensus of the Board that the WVDE provide technical assistance to Wayne County Schools. (Copy appended to Official Minutes, Attachment B.)

President Linger moved New Business item *B. West Virginia Secondary School Activities Commission (WVSSAC), Series 2, Athletics, Provisions Governing Eligibility, and Series 4, Provisions Governing Conduct* be taken up immediately.

**XIII. West Virginia Secondary School Activities Commission (WVSSAC)
Series 2, Athletics, Provisions Governing Eligibility, and
Series 4, Provisions Governing Conduct**

Mr. Charles K. Heinlein, Deputy State Superintendent of Schools, and Ms. Heather Deskins, General Counsel to the WVBE and WVDE, presented WVSSAC Series 2 and Series 4 for the Board's consideration. WVSSAC Series 2 and 4 were placed on comment at the WVBE's May 2012 meeting. No changes were made to Series 2 as a result of the comments received; no comments were received during the comment period for Series 4. Mr. Bernie Dolin (Ohio County), and Mr. Mike Arbogast (Kanawha County), representing the WVSSAC Board of Directors, addressed questions regarding WVSSAC Series 2.

Mr. Dunlevy moved that WVSSAC Series 2 and Series 4 be approved. Ms. Haden seconded the motion and upon the call for the question the motion was carried unanimously. (Copies appended to Official Minutes, Attachment M-1 and M-2.)

**XIV. Capacity Building for Low Performing Schools, Intervention Counties
and the West Virginia Schools for the Deaf and the Blind**

Ms. Michele Blatt, Executive Director, WVDE Office of School Improvement and System Support, Mr. Ted Mattern, and Dr. Jack McClanahan, System Support Liaisons, Office of the State Superintendent, provided information regarding capacity building for a number of low performing schools and the intervention counties. Dr. Lynn Boyer, Superintendent, West Virginia Schools for the Deaf and the Blind (WVSDB), provided an update regarding the WVSDB's Comprehensive Educational Facilities Plan as well as other campus activities. (Copies appended to Official Minutes, Attachments C-1 through C-6.)

XV. Break

President Linger called for a break at 3:22 p.m.

XVI. Call to Order

President Linger called the meeting back to order at 3:38 p.m.

XVII. Consent Agenda

Ms. Haden requested Consent Agenda item *C. 1. Waivers of State Board of Education Policies and Regulations, Superintendent's Interpretation and State Statutes and Legislative Rules*, be removed from the Consent agenda and taken up immediately following the approval of the Consent Agenda. Dr. Johnson moved that the Consent Agenda be approved as amended. Mr. Dunlevy seconded the motion and upon the call for the question the motion was carried unanimously. (Copies appended to Official Minutes, Attachments D, E, and G through J.)

- Issued Keyser High School the accreditation status listed in the Final Individual School Report (Attachment D)
- Meeting minutes of June 13 and 15, 2012 (Attachment E)
- Approved summer school programs found in Attachment G
- Received ten additional applications during fiscal year 2011-2012 for a total of 1,480 applications for Operation Recognition in connection with Policy 4355, High School Diplomas for Veterans (Attachment H)
- Approved the WVBE's response to recommendations found in the 2012 Annual Report of the West Virginia Advisory Council for the Education of Exceptional Children (Attachment I)
- Approved scheduling the primary statewide assessment program prior to May 15 for the 2012-2013 school year
- Approved the realigned initial teacher preparation programs of Bluefield State College, Marshall University, and Ohio Valley University (Attachment J).

XVIII. Waivers of State Board of Education Policies and Regulations, Superintendent's Interpretation and State Statutes and Legislative Rules

Following the discussion of several requested waivers, Ms. Haden moved that two first time waivers of WVBE policy and 34 requests for continuation waivers be approved. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment F.)

XIX. State Superintendent's Report

Superintendent Marple (distributed addendum) presented WVDE personnel matters for the Board's information. **Community Eligibility Option.** Ms. Mollie Wood, Assistant Director, and Ms. Keri Kennedy (distributed information), Coordinator, WVDE Office of Child Nutrition, provided information regarding the Community Eligibility Option (provision of school meals). **P-20 Data System.** Mr. Juan D'Brot, Executive Director, WVDE Office of Assessment and Accountability, provided an update regarding the P-20 Data System. President Linger

moved *New Business* item A. *Endorsement of West Virginia School Board Association's Standards for High-Functioning County Boards of Education* to be taken up immediately. (Copy appended to Official Minutes, Attachment K and addenda.)

XX. Endorsement of West Virginia School Board Association's Standards for High-Functioning County Boards of Education

Mr. Heinlein presented the West Virginia School Board Association's Standards for High-Functioning County Boards of Education for the Board's consideration. At the June 2012 WVBE meeting, Dr. Howard O'Cull and Dr. Barbara Parsons presented the Standards for High-Functioning County Boards of Education. These standards are to be used as a self-assessment tool for county school boards.

Mrs. Manchin moved that the WVBE endorse the West Virginia School Board Association's standards for high-functioning county boards of education. Ms. Haden seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment L.)

XXI. Recess

President Linger recessed the meeting at 4:42 p.m. and announced that the meeting would reconvene on July 12, 2012, at 9:00 a.m. in the same location.

XXII. Reconvene

President Linger reconvened the meeting of July 11, 2012, at 9:05 a.m. on July 12, 2012, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Linger, Vice President Gayle C. Manchin, Michael I. Green, Priscilla M. Haden, Lloyd G. Jackson II, Lowell E. Johnson, and Jenny N. Phillips and ex officio Jorea M. Marple, State Superintendent of Schools. Student representative in attendance was Jared Peterson of Morgantown, West Virginia, a 2012 graduate of Morgantown High School (Monongalia County). Members absent were Secretary Robert W. Dunlevy and William M. White and ex officios Paul L. Hill, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

XXIII. State Superintendent's Report (Continued)

Process and Guidelines for Counties under Intervention Status. Mr. Heinlein (distributed information) provided an overview of the process and guidelines for counties under intervention status. The process provides a protocol for counties entering intervention status and guidelines for the intervention superintendent and board. It also provides the basic template of an exit agreement to be implemented when the county and board has displayed responsibility and cohesion in the management of its affairs. Discussion ensued regarding the process, guidelines,

template, development of a plan action, and the WVBE's response to the Governor's Education Efficiency Audit. It was the consensus of the Board that an individual be hired to finalize the WVBE's response to the audit and that members be provided the credentials of such consultant prior to the hiring of said consultant at a specially called or future meeting of the WVBE. Mr. Jackson requested that an item be placed on future agendas for discussion of the Governor's Education Efficiency Audit. (Copy appended to Official Minutes, Attachment X.)

XXIV. Break

President Linger called for a break at 10:49 a.m.

XXV. Call to Order

President Linger called the meeting back to order at 11:12 a.m.

XXVI. Policy 5310 Waiver Request

Dr. Courts presented, for the Board's consideration, a waiver of certain sections of Policy 5310 for educators in schools selected as demonstration sites in the Educator Evaluation system referenced in House Bill 4236. The waiver includes a total of 136 schools which includes the 25 pilot schools from the 2011-2012 school year. Schools from each county were selected by the superintendent along with an institutional education program and career and technical center.

Dr. Johnson moved that the waiver of certain sections of Policy 5310 to implement the new Educator Evaluator system be approved. Mr. Jackson seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment Mc.)

XXVII. Policy 1224.1, Accounting Procedures Manual for the Public Schools in the State of West Virginia

Mr. Joe Panetta, Assistant State Superintendent, Division of Student Support Services, presented Policy 1224.1 for the Board's consideration. This policy repeals and replaces the current "Accounting Procedures Manual for the Public Schools in the State of West Virginia" (Policy 1224.1) filed July 15, 1996. The intent of this policy is to prescribe the basic accounting requirements that have been established by the State Board of Education for the public schools in West Virginia. On May 11, 2012, the suggested revisions were placed on public comment for 30 days. There were two comments received during this period from Multi-County Vocational Center (MCVC) Directors. No changes to the policy are recommended as a result of the comments that were received.

Dr. Johnson moved that Policy 1224.1 be approved. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment N.)

XXVIII. Policy 8200, Purchasing Procedures for Local Educational Agencies

Mr. Panetta presented Policy 8200 for the Board's consideration. Policy 8200 is being updated to clarify the use of cooperative and pooled purchasing arrangements. Other changes include: updated the section on exemptions from competitive bidding requirements to align with the State Purchasing Policy; updated the agreement addendum to include provisions for the purchase of computer software and to incorporate other changes made by the Attorney General's Office in the equivalent state-level document; and added the statutory requirement for governmental agencies to obtain releases from the West Virginia Insurance Commission and Workforce West Virginia regarding workers' compensation and unemployment compensation premiums before making final payments to vendors on contracts. On May 11, 2012, the suggested revisions were placed on public comment for 30 days. There were no comments received during the comment period on this policy. Ms. Williams addressed questions pertaining to purchasing.

Dr. Johnson moved that Policy 8200 be approved. Mrs. Manchin seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment O.)

**XXIX. Policy 2510, Assuring the Quality of Education:
Regulations for Educational Programs**

Mr. Robert E. Hull, Associate State Superintendent, Division of Teaching and Learning, presented Policy 2510 for the Board's consideration. At the May 2012 WVBE meeting, a request was submitted to place Policy 2510 on comment for 30 days. Minor changes were made to reflect the adoption of the Common Core State Standards with the subsequent implementation of the Next Generation CSOs in English Language Arts, Literacy and Mathematics, as well as the adoption of the Next Generation CSOs for Social Studies. Also English 12 College and Career Readiness Course has been added and language clarifying AP requirements was added to this policy.

Mrs. Manchin moved that Policy 2510 be approved. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment P.)

**XXX. Policy 2525, West Virginia's Universal Access to a
Quality Early Education System**

Mr. Clayton Burch, Executive Director, WVDE Office of Early Learning, presented Policy 2525 for the Board's consideration. Policy 2525 was approved to be placed on a 30-day comment period after revisions for continuous quality improvement of West Virginia's Universal Pre-K system were made and presented to the WVBE at the May 2012 meeting. The reduction of class size has been removed from the proposed revisions.

Dr. Johnson moved that Policy 2525 be approved. Mrs. Manchin seconded the motion and upon the call for the question the motion was carried unanimously. (Copies appended to Official Minutes, Attachment Q.)

**XXXI. Policy 1471, Education in West Virginia's Correctional Institutions:
Mission and Goals and
Policy 2800, Regulations for the Education of Juveniles
Placed in Secure Predispositional Juvenile Centers**

Dr. Fran Warsing, Superintendent, WVDE Office of Adult Institutional Education Programs, presented Policy 1471 and Policy 2800 for the Board's consideration. At the February 2012 meeting of the WVBE Policy 1471 and Policy 2800 were placed on comment for 30 days. Since placing the policies on comment, a number of additional revisions have been made to assure individualized programming for all students and to provide guidelines for schools to follow when receiving a student returning to a public school from an institutional facility.

Ms. Phillips moved that Policy 1471 and Policy 2800, as placed on comment in February 2012, be withdrawn and that the revisions found in Attachment R and Attachment S be placed on public comment for 30 days. Mrs. Manchin seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment R and S.) President Linger moved the WVBE's personnel matters to be taken up prior to adjournment.

XXXII. Board Reports

Board Member Reports. Dr. Johnson (distributed information) attended a teacher evaluation meeting and, assisted by Superintendent Marple and Mr. D'Brot, discussed strategic planning concerns. Members were requested to provide feedback to Dr. Johnson regarding the documents distributed during the meeting and members are to be notified of date of the next meeting of the WVBE's Strategic Planning Committee. Ms. Haden attended a State Superintendent's meeting and provided information regarding the School Building Authority. Mr. Petersen addressed the Board regarding the importance of arts education. Mrs. Manchin will participate in NASBE's new member institute next week. Mr. Green attended the most recent meeting of the Wellness Committee and a meeting sponsored by Vision Shared regarding the Governor's education efficiency audit. Ms. Phillips attended a State Superintendent's meeting. Mr. Jackson attended a WVDE assessment and accountability meeting as well as a number of meetings sponsored by Vision Shared regarding the Governor's education efficiency audit. (Copy appended to Official Minutes, Attachment Y.)

WVBE Wellness Committee. Mrs. Manchin (distributed information) provided information regarding the July 10 committee meeting. It was the consensus of the Board that a news release be issued promoting and encouraging parents and students to be proactive in preparing to meet the adolescent immunization requirements as they prepare for the new school year. (Copy appended to Official Minutes, Attachment Z.)

ReConnecting McDowell. Mrs. Manchin provided an update regarding the ReConnecting McDowell initiative.

XXXIII. Board Items for Future Consideration

President Linger requested that items requested during the meeting, if any, be placed on the appropriate agenda and asked that other items be provided to the newly elected President as soon as possible. (Copy appended to Official Minutes, Attachment U.)

XXXIV. Election of Officers 2012-2013

President Linger extended his appreciation to the Board for their support over the past year and called for nominations from the floor.

President

Mr. Green nominated Mr. Linger to the office of President. Mr. Jackson seconded the nomination.

Ms. Haden moved that nominations for the office of President be closed. Dr. Johnson seconded the motion and upon the call for the question the motion was carried unanimously.

Dr. Johnson moved that Mr. Linger be declared President by acclamation. Ms. Haden seconded the motion and it was carried unanimously.

Vice President

Mr. Green nominated Mrs. Manchin to the office of Vice President. Mr. Jackson seconded the nomination.

Dr. Johnson moved that nominations for the office of President be closed. Ms. Haden seconded the motion and upon the call for the question the motion was carried unanimously.

Dr. Johnson moved that Mrs. Manchin be declared Vice President by acclamation. Ms. Haden seconded the motion and it was carried unanimously.

Secretary

Mr. Green nominated Mr. Dunlevy to the office of Secretary. Dr. Johnson seconded the nomination.

Dr. Johnson moved that nominations for the office of Secretary be closed. Ms. Haden seconded the motion and upon the call for the question the motion was carried unanimously.

Dr. Johnson moved that Mr. Dunlevy be declared Secretary by acclamation. Ms. Haden seconded the motion and it was carried unanimously.

XXXV. WVBE Personnel including Salary of State Superintendent of Schools and Search Process for Executive Director of RESA 1

President Linger, in accordance with W. Va. Code §6-9A-4(b)(2)(A) (personnel exception), called for a motion to enter into executive session to discuss personnel matters.

Ms. Haden moved that the Board enter into executive session. Dr. Johnson seconded the motion and upon the call for the question the motion was carried unanimously. The Board entered into executive session at 1:05 p.m. The Board returned from executive session at 2:34 p.m. at which time President Linger announced that no decisions were made or action taken.

Ms. Haden moved that the Board list the salary of the State Superintendent as \$167,000.00. Dr. Johnson seconded the motion upon the call for the question the motion was carried unanimously. President Linger announced that Ms. Haden will chair the RESA 1 Executive Director Search Committee.

President Linger called for a motion to approve the Board's personnel matters found in the attachment. Dr. Johnson moved that the WVBE's personnel matters found in the attachment be approved. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment T.)

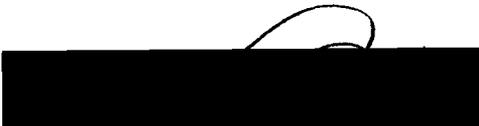
XXXVI. Future Meetings

The next regular meeting of the WVBE will be held August 8, 2012, in Charleston West Virginia. The meeting will continue on August 9, 2012, if the agenda is not completed on August 8, 2012.

XXXVII. Adjournment

President Linger declared the meeting adjourned at 2:37 p.m.

Minutes approved by the Board on August 9, 2012.


L. Wade Linger Jr., President


Robert W. Dunlevy, Secretary

Request for a Waiver of Policy 5310 for Educators in Schools Selected as Demonstration Sites in the Educator Evaluation Pilot

A waiver of Policy 5310 is requested during the 2012-2013 school year for educators serving the 136 schools selected as demonstration sites for the revised educator evaluation system referenced in House Bill (HB) 4236, introduced at the request of Governor Earl Ray Tomblin and enacted by the West Virginia Legislature at the close of the 2012 legislative session. The 136 schools for which the waiver is requested include the 25 schools that participated in the educator evaluation pilot during the 2011-2012 school year in addition to the demonstration schools selected by superintendents representing each of the 55 counties as well as one school representing institutional education programs and one school representing career and technical education.

These selected demonstration schools are:

Belington Elementary, Barbour County	Broadview Elementary, Hancock County
Philippi Middle, Barbour County	Oak Glen Middle, Hancock County
Bunker Hill Elementary, Berkeley County	East Hardy High, Hardy County
Martinsburg North Middle, Berkeley County	Moorefield Intermediate, Hardy County
Mountain Ridge Intermediate, Berkeley County	Moorefield Middle, Hardy County
Sherman High, Boone County	Bridgeport Middle, Harrison County
Whitesville Elementary, Boone County	Nutter Fort Intermediate, Harrison County
Braxton County Middle, Braxton County	Fairplain Elementary, Jackson County
Little Birch Elementary, Braxton County	Ripley High, Jackson County
Brooke High, Brooke County	Blue Ridge Elementary, Jefferson County
Hooverson Heights Primary, Brooke County	Charles Town Middle, Jefferson County
Barboursville Middle, Cabell County	Cedar Grove Middle, Kanawha County
Martha Elementary, Cabell County	East Bank Middle, Kanawha County
Arnoldsburg Elementary, Calhoun County	George C. Weimer Elementary, Kanawha County
Calhoun Middle/High, Calhoun County	Herbert Hoover High, Kanawha County
Big Otter Elementary, Clay County	Malden Elementary, Kanawha County
Clay Middle, Clay County	Riverside High I, Kanawha County
Doddridge Elementary, Doddridge County	Stonewall Jackson Middle, Kanawha County
Doddridge County Middle, Doddridge County	Watts Elementary, Kanawha County
Doddridge County High, Doddridge County	Roanoke Elementary, Lewis County
Fayetteville High, Fayette County	Robert L. Bland Middle, Lewis County
New River Elementary, Fayette County	Guyan Valley Middle, Lincoln County
Gilmer County High, Gilmer County	Hamlin Pre-K-8, Lincoln County
Glenville Elementary, Gilmer County	Harts Pre-K-8, Lincoln County
Petersburg Elementary, Grant County	Ranger Elementary, Lincoln County
Union Educational Complex, Grant County	West Hamlin Elementary, Lincoln County
Eastern Greenbrier Middle, Greenbrier County	Chapmanville East Elementary, Logan County
Rupert Elementary, Greenbrier County	Chapmanville Middle, Logan County
Augusta Elementary, Hampshire County	East Fairmont Junior High, Marion County
Hampshire Senior High, Hampshire County	East Fairmont High, Marion County
Romney Elementary, Hampshire County	East Park Elementary, Marion County

Cameron High School, Marshall County
 Center McMechen Elementary, Marshall County
 Point Pleasant Junior/Senior High,
 Mason County
 Roosevelt Elementary, Mason County
 Kimball Elementary, McDowell County
 Mount View High, McDowell County
 River View High, McDowell County
 Sandy River Middle, McDowell County
 Southside K-8, McDowell County
 Welch Elementary, McDowell County
 Montcalm Elementary, Mercer County
 Princeton Senior High, Mercer County
 Frankfort Middle, Mineral County
 New Creek Primary, Mineral County
 Gilbert Elementary, Mingo County
 Mingo Central Comprehensive High, Mingo County
 North Elementary, Monongalia County
 Suncrest Middle, Monongalia County
 James Monroe High, Monroe County
 Mountain View Elementary & Middle,
 Monroe County
 Pleasant View Elementary, Morgan County
 Warm Springs Middle, Morgan County
 Birch River Elementary, Nicholas County
 Richwood High, Nicholas County
 Summersville Middle, Nicholas County
 Bridge Street Middle, Ohio County
 Elm Grove Elementary, Ohio County
 Steenrod Elementary, Ohio County
 Wheeling Middle, Ohio County
 North Fork Elementary, Pendleton County
 Pendleton County Middle/High, Pendleton County
 St. Marys Elementary, Pleasants County
 St. Marys High, Pleasants County
 Mid Ohio Valley Tech. Institute, Pleasants County
 Hillsboro Elementary, Pocahontas County
 Marlinton Middle, Pocahontas County
 Bruceton School, Preston County
 Fellowsville Elementary, Preston County
 George Washington Middle, Putnam County
 Mountain View Elementary, Putnam County
 Bradley Elementary, Raleigh County
 Trap Hill Middle, Raleigh County
 Homestead Elementary, Randolph County
 Tygarts Valley Middle/High, Randolph County
 Harrisville Elementary, Ritchie County
 Ritchie County High, Ritchie County
 Geary K-8, Roane County
 Reedy Elementary, Roane County
 Spencer Elementary, Roane County
 Walton Elementary/Middle, Roane County
 Hinton Area Elementary, Summers County
 Summers County High, Summers County
 Taylor County Middle, Taylor County
 West Taylor Elementary, Taylor County
 Tucker County High, Tucker County
 Tucker Valley Elementary Middle, Tucker County
 Arthur I Boreman Elementary, Tyler County
 Tyler Consolidated High, Tyler County
 Buckhannon-Upshur Middle, Upshur County
 Rock Cave Elementary, Upshur County
 Kenova Elementary, Wayne County
 Vinson Middle, Wayne County
 Glade Middle, Webster County
 Hacker Valley Elementary, Webster County
 New Martinsville, Wetzel County
 Paden City High, Wetzel County
 Wirt County High, Wirt County
 Wirt County Primary Center, Wirt County
 Franklin Elementary, Wood County
 Hamilton Middle, Wood County
 Pressley Ridge at White Oak, Wood County
 Worthington Elementary School, Wood County
 Glen Fork Elementary & Middle, Wyoming County
 Westside High, Wyoming County

The West Virginia Department of Education (WVDE), in consultation with the combined Educator Evaluation Task Force, is instituting a second year of the educator evaluation pilot in 2012-2013. The 136 schools will demonstrate the efficacy of the revised educator evaluation system referenced in House Bill 4236 prior to full statewide implementation in 2013-2014. This demonstration cycle of the

educator evaluation pilot will continue exploration and evaluation of this significant revision of the state's current educator evaluation system. The WVDE will explore outcomes of the pilot that are both formative (i.e., measure the processes required by the evaluation system) and summative (i.e., measure the outcomes of the evaluation system). Data will be used to make adjustments to the evaluation system during the demonstration cycle of the pilot if necessary, make adjustments prior to statewide implementation, and make judgments about the quality of the overall evaluation system. All professional educators in the demonstration schools will be expected to embrace the opportunities provided through the pilot including: be "early adopters" of the proposed system, engage in professional development that supports the implementation of the revised system, engage in the work of a collaborative team to define appropriate student learning goals, and provide feedback to researchers on revised educator evaluation processes and effectiveness.

The proposed educator evaluation system differs from the current system in the following ways:

- Is based on the revised WV Professional Teacher, Leader, Counselor Standards;
- Professionalizes the process of evaluation by requiring the educator to take an active role in the evaluation process;
- Provides specific feedback to professional educators about performance through the use of performance level rubrics;
- Encourages and acknowledges continuous professional growth across the professional continuum through annual evaluation;
- Includes multiple measures of student learning across all learning contexts.

The goals of the educator evaluation pilot are to ensure:

- The proposed educator evaluation system aligns with the professional educator standards adopted by the West Virginia Board of Education;
- Educators in the pilot schools have a thorough understanding of the evaluation system and the application to their professional practice;
- The proposed evaluation system enhances educator efficacy and leads to improved student learning outcomes;
- Recommendations, substantiated by data, to further guide policymakers' decisions to revise and improve the educator evaluation system in West Virginia schools.

Waiver of Policy 5310 Performance Evaluation of School Personnel

The Waiver Request is for all sections of Policy 5310. Improvement plans to be developed in the aforementioned demonstration schools for the revised educator evaluation system during the 2012-2013 school year are outlined in the following framework.

Plans to Support Continuous Improvement

Rationale

The educator evaluation system offers educators plans to address areas of concern as part of a comprehensive system of support. A school culture based on trust, support and professional growth is foundational for successful implementation. The plans invite educators to participate actively in improving professional practice while acknowledging that significant support is necessary for optimal results. Both the focused support plan and the corrective action plan recognize that time, resources and collaboration with other educators are essential to success. The work of educators is complex and necessitates differentiated support that is appropriate to the areas of concern and the unique contexts of educators.

Focused Support Plan

The focused support plan is a proactive, preventative measure that supports individual improvement and professional growth. The focused support plan may commence only after a purposeful conversation and when there is documented evidence indicating an area of concern based on one or more of the five performance standards. The following supports may be considered to meet individual needs:

- Professional development
- Coaching/Instructional support
- Mentoring
- Peer observation
- Programs of study
- Other supports and resources

The focused support plan must include the following essential components:

- Identified area of concern with reference to the standard(s) to be addressed
- Expectations for change
- 9 week timeline for implementation
- Resources for support, including referral to other educators

The focused support plan may address an area of concern involving student learning goals when in conjunction with one or more of the five performance standards. School-wide student growth performance levels cannot be considered in a focused support plan.

At the conclusion of the nine-week focused support plan, if evidence demonstrates that the standard has been met, then the plan is successfully completed. If evidence demonstrates that adequate progress has been made, the focused support plan will continue for a second nine-week period. In the event of inadequate progress on the standard related to the area of concern, an evaluation will be completed and a corrective action plan will be initiated. In the event of inadequate progress at the conclusion of a second nine-week focused support plan an evaluation will be completed and a corrective action plan will be initiated. Evidence may include a formal observation if appropriate to the area of concern.

Educators remain on their current progression while implementing a focused support plan.

Corrective Action Plan

The corrective action plan is typically initiated when a focused support plan results in inadequate progress and when an evaluation is completed that shows unsatisfactory performance based on one or more of the five performance standards. However, certain instances of misconduct as specified in W.Va. Code §18A-2-8 may require immediate action and/or a corrective action plan. The corrective action plan may address unsatisfactory performance involving student learning goals when in conjunction with one or more of the five performance standards. School-wide student growth performance levels cannot be considered in a corrective action plan. The corrective action plan spans 18 weeks and may commence at any time during the school year.

The corrective action plan is determinative and may not be repeated. Evidence of adequate progress must be demonstrated by the conclusion of the 18-week corrective action plan. If evidence does not demonstrate that adequate progress has been made at the conclusion of the 18-week period, termination for unsatisfactory performance shall ensue. The area of unsatisfactory performance guides the choice of evidence within a corrective action plan that may include observation if appropriate.

Educators remain on their current progression while implementing a corrective action plan.

Evaluators must identify other educators, either within the school or county, to be used as resources during a corrective action plan.

The corrective action plan must include the following essential components:

- Identified area of unsatisfactory performance with reference to the standard(s) to be addressed
- Expectations for change
- Timeline for implementation
- Resources for support, including referral to other educators

Performance in a Single Element

Unsatisfactory performance related to a single element is addressed through quality, sustained, job-embedded professional development and support. Two consecutive unsatisfactory performance-level summative ratings related to the same element are addressed through evaluation based on the rubrics associated with Standard 4 - Professional Responsibilities for Self-Renewal that stipulate professional self-renewal as a requirement. Unsatisfactory performance related to a single element cannot initiate a corrective action plan.

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Appendix 4:

Acronym List

Acronym	Definition
AIM	Accessible Instructional Materials
AASAC	Accountability and Accreditation Stakeholders Advisory Committee
ASSIST	Achieving Success through School Improvement Site Teams
AYP	Adequate Yearly Progress
AP®	Advanced Placement
APIP	Advanced Placement Incentive Program
APSI	Advanced Placement Summer Institute
AA-AAS	Alternate Assessment based on Alternate Academic Achievement Standards
AA-MAAS	Alternate Assessment based on Modified Academic Achievement Standards
APTA	Alternate Performance Task Assessment
ARRA	American Recovery and Reinvestment Act
ASCA	American School Counselor Association
AMO	Annual Measurable Objective
ARCC	Appalachia Regional Comprehensive Center
AACC	Assessment and Accountability Comprehensive Center
BSSP	Bookmark Standard Setting Procedure
CTE	Career and Technical Education
CELL	Center for Early Literacy Learning
COP	Committee of Practitioners
CCEE	Common Core Essential Elements
CCSS	Common Core State Standards
CSO	Content Standards and Objectives
CCSSO	Council of Chief State School Officers
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DLM	Dynamic Learning Maps
ELS	Early Learning Scale
EDGE	Earn a Degree--Graduate Early
ESEA	Elementary and Secondary Education Act
English 12	
CR	English 12 - College Readiness
ELD	English Language Development
ELL	English Language Learner
ELP	English Language Proficiency
ELPA21	English Language Proficiency Assessment for the 21st Century
ELA	English/Language Arts
FAQ	Frequently Asked Questions
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
HB	House Bill
ICCS SCASS	Implementing the Common Core Standards State Collaborative on Assessment and Student Standards
IEP	Individualized Education Program

ISTP	Individualized Student Transition Plan
IDEA	Individuals with Disabilities Education Act
IHE	Institution of Higher Education
IPI	Instructional Practices Inventory
IRC	Instructional Resource Center
K	Kindergarten
LINKS	Learning Individualized Needs, Knowledge and Skills
LEP	Limited English Proficiency
LEA	Local Education Agency
LSIC	Local School Improvement Councils
MOU	Memorandum of Understanding
MACC	Mid-Atlantic Comprehensive Center
NAEP	National Assessment of Educational Progress
NASDE	National Association of State Directors of Special Education
NCRTI	National Center on Response to Intervention
NCIPP	National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities
NDPC-SD	National Dropout Prevention Center for Students with Disabilities
NIMAC	National Instructional Materials Access Center
NIMAS	National Instructional Materials Access Standards
NxGen CSOs	Next Generation Content Standards and Objectives
NCLB	No Child Left Behind Act
OEPA	Office of Educational Performance Audits
OWA	Online Writing Assessment
PERC	Parent Educator Resource Center
PK	Pre-Kindergarten
PD/TA	Professional Development and Technical Assistance
PISA	Programme for International Student Assessment
PIRLS	Progress in International Reading Literacy Study
PBL	Project-Based Learning
R/LA	Reading/Language Arts
RESA	Regional Education Service Agency
RTI	Response to Intervention
RLIS	Rural and Low Income Schools
SIC	School Improvement Coordinator
SIG	School Improvement Grant
STEM	Science, Technology, Engineering, and Mathematics
SIOP	Sheltered Instruction Observation Protocol
SSSC	Small-Scale Standard Setting Committee
SBAC	Smarter Balanced Assessment Consortium
SES	Socioeconomic Students

SLD	Specific Learning Disabilities
SCASS	State Collaborative on Assessment and Student Standards
SCELA	State Collaborative on English Language Acquisition
SCEE	State Consortium on Educator Effectiveness
SEA	State Education Agency
SFSF	State Fiscal Stabilization Fund
SSOS	Statewide System of Support
SGP	Student Growth Percentile
RG	Students who Exhibited Reading Gains
RL	Students who Exhibited Reading Loss
SWD	Students With Disabilities
SES	Supplemental Education Services
SPL	Support for Personalized Learning
T1 Project	Teacher and Technology for Students with Significant Disabilities
TIP	Teacher Induction Program
TLI	Teacher Leadership Institutes
TA	Technical Assistance
TACSEI	Technical Assistance Center on Social Emotional Intervention for Young Children
TIMSS	Trends in International Mathematics and Science Study
USIP	Unified School Improvement Plan
US ED	United States Department of Education
UDL	Universal Design for Learning
OSEP	US Department of Education Office of Special Education Programs
WVAI	West Virginia Accountability Index
WVAP2014	West Virginia Advanced Placement Plan
WVACCoP	West Virginia Autism Collaborative Community of Practice
WVBE	West Virginia Board of Education
WVDE	West Virginia Department of Education
WVEIS	West Virginia Education Information System
WOW	West Virginia Education Information System on the Web
WESTEST	West Virginia Educational Standards Test
WESTEST 2	West Virginia Educational Standards Test 2