

**Educational Personnel Preparation Advisory Committee (EPPAC)**

Tuesday, December 1, 2015 @ 5:30  
Memorial Student Center, Shawkey Room

**AGENDA**

**I. Welcome and Introductions - Dr. Teresa Eagle, Dean, College of Education and Professional Development**

**Members Present:**

Mindy Backus, Allison Carey, Teresa Eagle, Lynn Ferguson, Sissy Isaacs, Grace and Angie Kinder, Edna Meisel, Kandice Napier, Amanda and Chloe Preece, Courtney Prichard, Missy Reed, Lenora Richardson, Sara Stapleton, Stephanie Spencer, Sandra Stroebel, and George Watson.

**II. Old Business**

**Approval of minutes of the previous meeting**

Motion: Edna Meisel; Second: Sandra Stroebel; Vote: Unanimous

- Executive Privilege – out of order to Missy
- Multi Categorical Licensure – Dr. Missy Reed
  - Undergraduate program is changing from ID to Multi-cat.
  - Hope to start the new program by Fall 2016
  - Some classes will transfer from old program to the new for an easier transition
  - Discussion about better ways to prepare graduate students

**III. New Business**

**A. West Virginia Department of Education**

Ms. Linda Bragg, WVDE Liaison

SEE HANDOUT

**B. The Education Preparation Provider (EPP) submits the following issues for approval and/or discussion by the EPPAC:**

**Approval Items**

1. UPCC Items– Dr. Sissy Isaacs
  - a. See Handout
2. GPC Items – Dr. Sandra Stroebel
  - a. See Handout

Motion: Mindy Backus; Second: Edna Meisel; Vote: Unanimous

**Discussion Items**

1. COEPD News – Dr. Teresa Eagle
  - a. Faculty
    - i. Experiencing some changes: 4 retirements and trying to fill positions
    - ii. New faculty for ECE – Erin Brumbaugh will be arriving January 2016
    - iii. Approved new hire for CISP: Wendi Dunham
  - b. Jenkins Hall
    - i. Built in 1937 – 100 years after the university was founded
    - ii. Basement has been closed since May 2014, but has continued to be dry
    - iii. Laidley Hall will be slated for closure and demolition

- iv. Lab School Memorial Group has championed for the building to be revitalized
    - v. Hopefully work will begin June '16
    - vi. Money is an issue
    - vii. Cat's Meow building models are for sale
  - c. Presidential Search
    - i. New President – Dr. Jerome Gilbert from Mississippi State
    - ii. Officially starts in January 2016
  - d. Budget
    - i. We will have to justify why we need positions to meet our mission
    - ii. Tightening – some programs have been dropped already
    - iii. Looking more closely at faculty and staff
    - iv. Emphasizing shared services
- 2. Assessment – Dr. Edna Meisel – See Handouts
  - a. New standards as of 2013
  - b. We need help from the K-12 folks
  - c. Clinical Partnerships and Practice (CAEP Standard 2)
    - i. Standard 2.1 is where this group can help
      - 1. Share accountability for candidate outcomes
      - 2. We are open to suggestions
      - 3. PDS Coordinator meeting discussed ideas (Mindy Backus)
    - ii. Standard 2.2 is high quality
    - iii. Standard 2.3 – looking deeply at what goes on in clinicals; Action research; Student teachers can write “grants”
  - d. Program Impact (CAEP Standard 4)
    - i. Student Surveys
    - ii. Student data
    - iii. Teacher effectiveness
    - iv. Employer surveys
    - v. Next CAEP visit is set for Fall 2018
- 3. S.C.o.P.E.S – Ms. Kandice Napier and Dr. George Watson  
See Handouts
  - a. Candidate Interviews
    - i. Interview process could help alleviate some professional difficulties. Sara Stapleton volunteered to be on ad hoc committee.
    - ii. Suggestion for Interactive data notebooks to provide evidence
    - iii. Portfolio Fair
  - b. Teacher-In-Residence
    - i. Advisors should encourage students to take Praxis tests before student teaching, during Level II
    - ii. Six counties have been approved
      - 1. Putnam, Wirt, Boone, Kanawha, Mason, and Mingo
    - iii. One student is currently completing TiR in Math with Putnam County
    - iv. Talking with Cabell and Wayne to develop a program
  - c. Disposition Forms
    - i. Fully implemented this Fall 2015
    - ii. We have received seven forms
  - d. Clinical Placements
    - i. 733 placements this Fall
    - ii. Data collection will be done differently utilizing Google
    - iii. Most student teachers have been placed for spring

- e. PPAT/edTPA
  - i. Teacher performance assessments are nationally scored
  - ii. Pilot Program – we are doing both during Spring 2015 and Fall 2015
  - iii. Will be developing a transition plan for implementation at state level
  - iv. Elementary – PPAT; Middle and High School- edTPA (Pierson)
- f. LiveText
  - i. Data collection software
  - ii. Implemented over last year
  - iii. Used for data collection purposes
  - iv. Some graduate programs are showing interest

**IV. Announcements**

- 1. Alternate Certification: Teach for America wanting to work in the state
- 2. Common Core Curriculum:
  - i. Has become the WV College and Career Readiness Standards (WVCCR)
  - ii. Some concerns exist about the math courses
  - iii. Guidance documents are on the WVDE website

**V. Next Meeting – Spring 2016**

**VI. Adjournment**

**WVDE Updates  
Spring 2016**

1. Policies 5100 & 5202 were approved to be placed on a 30 day comment period during the April meeting of the West Virginia Board of Education (WVBE). **As always, it is very important for EPPs to review proposed revisions to 5202 and 5100 and make comments in sections that are open, if pertinent.** <http://wvde.state.wv.us/policies/>
2. Praxis
  - New Braille Assessment 0633—WV Test Review and Score-Setting was March 7
  - New ESOL Assessment 5362 Effective September 2016-- WV Test Review and Score-setting was March 7
  - ETS meeting scheduled with stakeholders regarding development of an Algebra I test
  - Timeline for the following tests--

***Candidates who complete your institution's WVBE approved program by September 1, 2016, will not be required to present passing scores on the Praxis II tests (only) listed in the included table when applying for licensure. Please note that completers who fail to apply for licensure within 12 months of program completion will be required to meet all testing requirements in WVBE Policy 5202 at the time of application for licensure.***

TEST	CUT SCORE	CERTIFICATION/ENDORSEMENT
5122 Family and Consumer Sciences	153	Family and Consumer Sciences
American Sign Language OR	3	American Sign Language
American Sign Language Proficiency Interview	4	American Sign Language
5651 Computer Science	171	Computer Science Education
5571 Earth & Space Science	147	Earth & Space Science
5361 English as a Second Language	137	English as a Second Language (PK-Adult)
5223 Journalism	150	Journalism
5358 Gifted Education	157	Gifted

**\*\*Please add Braille Praxis II 0361 to this list as well.**

3. Title II Institution and Program Report Card—due April 30, 2016. Title II reporting system is open for EPPs to enter data. Please pay attention to accuracy when entering the data, and it is important for EPPs to adhere to the deadline. See Title II slide at the end of this document.
  - Title II Webinars: Title II training webinars are recorded and available at WESTAT.
4. TPA Test Project Update—
  - The TPA Test Project is completed, and the final report will soon be published. Recommendations regarding a teacher performance assessment has been placed in the policy 5100 proposal and is out on comment presently.
5. Approved Programs and Program Review Status Update—An email request was sent to each EPP in early February with an attached simple template. It is essential that current information from the EPP be sent to the Office of Educator Effectiveness & Licensure. Please remit to Linda [lnbragg@k12.wv.us](mailto:lnbragg@k12.wv.us) if not already sent: approved programs (active, dormant, eliminated); grade-levels; review status (Example: SPA-recognized, SPA-recognized with conditions; further development required; state-approval until 2018, etc.)

6. Teachers-in-Residence—All EPPs are encouraged to reach out to counties and propose TIR agreements.
7. Alternative Certification—Opportunity for IHE involvement. The Proposal Template, Guidance Document and PowerPoint are posted on the WVDE web site. EPPs are encouraged to reach out to school districts if interested. Alternative Certification program proposals are currently being reviewed, but there still some districts that have not submitted yet.
8. *Surveys to be submitted to the Office of Educator Effectiveness & Licensure*. EPPs should be working together with the goal of submitting completer and employer surveys. The WVDE has the technology infrastructure built to collect the data from respondents and send data outcomes back to the EPPs for various reports and to inform program improvement.

### **Summer 2016 Educator Preparation Program Review Board Dates:**

- **April 15, 2016** -- Letter of intent to submit program for review due to WVDE
- **May 15, 2016** -- Submission of program for review due to WVDE
- **June 15, 2016** -- EPPRB Meeting
- **July or August** -- Program (if ready) eligible to be presented to WVBE for approval

A reminder for you: Teachers-in-Residence permits **are required** for teachers-in-residence **prior to** placement in P-12 classroom.

### **Program Review Guidance:**

#### **Program Review through Specialized Professional Associations (SPA):**

Questions about SPA timelines, SPA reporting and other communication should be directed to the SPA contact or to CAEP Associates.

As part of the CAEP Agreement with the West Virginia Board of Education (WVBE), every program of study for which there is a SPA must be reviewed by a SPA, including low-enrollment programs. Post-Baccalaureate programs as well must be reviewed by the respective content area SPAs just like MAT programs. EPPs should request separate shells for each program report through AIMS and reports will be submitted using those shells. (There are *rare* circumstances where, if there is a SPA for that content, that the SPA cannot review the program. In that case, EPPs should obtain that information in writing from the SPA).

#### **Program Review with Feedback (PRw/F):**

For programs that do not have a SPA and some programs that meet additional, specific criteria, the Program Review with Feedback is the option for review of those programs. Programs reviewed with the PRw/F option are reviewed with state-selected standards provided in the PRw/F shell on AIMS. The data entered there becomes part of the Institutional Self-Study Report.

The following sample questions/information regarding programs of study may be included in the Self-Study Report shell:

1. Based on the analysis of the disaggregated data, how have the results of specialty licensure area or SPA evidence been used to inform decision making and improve instruction and candidate learning outcomes?

2. How have the results of specialty licensure area and/or SPA evidence been used to inform decision making and improve instruction and candidate learning?
3. For Program Review with Feedback only: How does the specialty licensure area data align with and provide evidence for meeting the state-selected standards?
4. For National Recognition only: How are SPA reports that are not Nationally Recognized being addressed?

CAEP:

Thanks to all who participated in the webinar hosted by CAEP Associates. Please find a link to the recording, (below). Also, I have emailed the PowerPoint to someone at your institution.

[https://youtu.be/MZ\\_G79atXc0](https://youtu.be/MZ_G79atXc0)

Other thoughts: When you have questions about your upcoming onsite visit, review of your programs as part of the accreditation process, etc., it is always good practice to reach out to CAEP or SPA associates to obtain direction in writing--from the professionals in charge of the review process.

As always, if there are questions about which you are unable to obtain guidance with CAEP or the SPA, please let us know. CAEP is willing to schedule other webinars, and I would be happy to coordinate those.

Other Resources:

1. The new, up-to-date CAEP Accreditation handbook is now available, posted on the CAEP site.
2. CAEP has provided us with the following links to webinars and PowerPoints on various topics:  
CAEP's YouTube channel link:

<https://www.youtube.com/playlist?list=PLt7HG1HD2jedc0dvIjG3iNLaenkEH099U>

Webinars playlist on CAEP's YouTube channel:

<https://www.youtube.com/playlist?list=PLt7HG1HD2jedc0dvIjG3iNLaenkEH099U>



## Overview of Program Review Options

Review with National Recognition Specialty Professional Association (SPA Option)	Review with Feedback Option
Initial review submitted 3 years prior to on-site visit	Addendum to self-study 8-12 months prior to on-site visit (per CAEP guidance)
SPA Standards	State-defined standards--CAEP/WVPTS Standards
SPA reviewers provide feedback to program providers	Site visitor team reviews alignment of specialty area data with state & CAEP Standards
National Recognition	State approval of program

### TITLE 2 REPORTING

## Timeline for 2016 reporting

- IPRC reporting system opened on February 10; IHEs were sent usernames and passwords via email.
- Complete the report at your own pace.
- Westat works with testing companies and states to collect pass rate data; pass rates are expected to be uploaded into your IPRC reports by mid-April.
- The certification and submission window is April 15 through April 30, 2016.
- Reports are due by 11:59pm local time on April 30, 2016.

## EXECUTIVE SUMMARY

### WEST VIRGINIA DEPARTMENT OF EDUCATION

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**Policy Number and Title:** Policy 5100 – Approval of Educator Preparation Programs

**Background:**

The preparation of educators eligible for licensure to work in the public schools of West Virginia is critical to the success of all students. Additionally, this policy, which guides the institutions of higher education in the creation of preparation programs, should always reflect the most updated assessments available. The preparation of educators is a system that currently is in a cycle of continuous improvement, the requirements for preparation programs change and improve frequently, assessments to measure candidate knowledge change, and the manner by which candidate competency is assessed is ever-evolving. As revised, WVBE Policy 5100 will incorporate new and updated Praxis tests, tests scores and clarifying language.

**Proposals:** It is recommended that WVBE Policy 5100 be amended by:

- **§126.114-5. Definitions.** Adding definitions for West Virginia Licensure Testing Directory and Exemptions. Various clarifying of language and adding effective dates. Removing definition of approved alternative educator preparation program.
- **§126.114-6. Professional Educator Preparation Program Requirements: Teacher**
- Updating the admission criteria requirements to WVBE-approved programs in alignment to the CAEP standards. Adding language for supporting candidates for Praxis preparation by Educator Preparation Providers (EPP). Updating the component description section to add CAEP-required mission statement and description and to remove the requirement for conceptual framework. Add language regarding performance assessment of teacher candidates. Adding clarifying language regarding clinical experience.
- **§126.114-9. Professional Educator Preparation Program Requirements: Student Support and Administration:**  
Adding language regarding performance assessment and clinical and field experience.
- **§126.114-10. Additional Program Requirements.**
- Removing Highly Qualified language and revising program requirements for special education and gifted education--per the federal *Every Student Succeeds Act* (ESSA) including removing requirements for additional endorsement with a gifted endorsement. Clarifying language regarding validity of test scores; removing outdated language requiring tests too old. Adding the requirement of passing scores on content tests as part of program completion.
- **§126.114-12. Educator Preparation Program Approval Process.**  
Updating terminology. Adding description of the requirements for review of programs of study, determination of approval status and timelines. Clarifying the Educator Preparation Program Review Board (EPPRB) process for review and re-approval of a revised program of study.
- **§126-114-13. Educator Preparation Program Review Board (EPPRB).**  
Clarifying language regarding regarding changes to original approved program of study.
- **§126.114-14. Annual Report and Performance.**



Adding language regarding EPP annual reporting. Adding criteria that identifies low performing and at-risk EPP status

- **§126.114-16. Procedures for WVBE Approval for a Revised Educator Preparation Program of Study.**  
Clarifying terminology to align with CAEP language.
- **§126.114-17. Procedures for WVBE approval of a New Educator Preparation Provider (EPP) Not Currently Approved to Offer Educator Preparation Programs of Study Leading to Licensure.**  
Clarifying terminology to align with CAEP language.
- **§126.114-18. Procedures for Initiating and Evaluating a Pilot Program.**  
Clarifying terminology to align with CAEP language.
- **§126.114-Appendix A-8. West Virginia Elementary Mathematics Specialist Standards (Master's Degree Programs).**  
Updating National Council of Teachers of Mathematics (NCTM) mathematics standards for master's degree programs of study.
- **§126.114-Appendix E. Approved Standards for Program Development and Required Tests for Completion of West Virginia Approved Programs Leading to West Virginia Licensure.**  
Removing the Praxis assessment table that reflects scores for WVBE-required assessments from this policy and into a licensure testing directory (West Virginia Licensure Testing Directory).

**Impact:** These revisions to Policy 5100 enable institutions of higher education, who prepare educators to be eligible for licensure to work in the public schools of West Virginia, to meet the needs of all students as a part of the cycle of continuous improvement. Revisions to policy are necessary as processes evolve in the cycle of high quality educator improvement. Changes are also necessitated as assessments change that measure candidate knowledge and the manner by which to assess candidate competency changes.

## Employer Survey

### Marshall University College of Education In-Service Teacher Education Graduates

	<p>In order to examine and advance our teacher education programs, we are requesting your feedback about teacher graduates of Marshall University and their performance as professional educators. For each statement below, please indicate your rating of <b>Marshall University teacher graduates</b> working under your supervision.</p> <p><b>Distinguished:</b> achieves the substance of the objective at a professional, mastery level.  <b>Accomplished:</b> achieves the substance of the objective at a proficient level; some guidance is needed for thorough demonstration of the objective.  <b>Emerging:</b> achieves the substance of the objective at a low level; more training is needed for more professional demonstration of the objective.  <b>Unsatisfactory:</b> rarely exhibits the objective; demonstrates behavior at an unprofessional and unsatisfactory level; remediation is needed for professional demonstration of the objective.</p>	Distinguished	Accomplished	Emerging	Unsatisfactory
	<b>The Marshall University College of Education graduate professional educator...</b>				
1	Demonstrates a deep and extensive knowledge of the subject matter.				
2	Designs standard-driven instruction using state approved standards.				
3	Uses a balanced assessment approach to guide student learning.				
4	Understands and responds to the unique characteristics of learners.				
5	Establishes and maintains a safe and appropriate learning environment.				
6	Establishes and maintains a learner-centered culture.				
7	Utilizes a variety of research-based instructional strategies.				
8	Motivates and engages students in learning, problem solving, and collaboration.				
9	Adjusts instruction based on a variety of assessments and student responses.				
10	Engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.				
11	Actively engages in collaborative learning opportunities for self-renewal with colleagues.				
12	Participates in school-wide collaborative efforts to support the success of all students.				
13	Works with parents, guardians, families, and community entities to support student learning and well-being.				
14	Promotes practices and policies that improve school environment and student learning.				
15	The work of the teacher results in measurable progress of student learning of state-approved curricula.				
16	Demonstrates professional conduct as defined in law, policy, and procedure of the state, district, and school level.				

What do you see as the major strengths of beginning teachers from Marshall University?

What do you see as the major weaknesses of beginning teachers from Marshall University?

Thank you for sharing your views with us!

Would you be willing to participate in an interview concerning this evaluation? If so, please provide your:

Name:

School:

Telephone:

Email:

An Ad-Hoc Committee was created at the beginning of the Spring 2016 semester to discuss the admission process in the teacher education program at Marshall University. The committee consists of COEPD students, COEPD staff, and faculty both in and out of the college. After several formal meetings the committee wishes to propose the following changes:

The admission process for teacher education has not been updated or changed for several semesters.

According to CAEP Standard 3: The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

By increasing the importance of entrance into the teacher education program, COEPD can demonstrate continuous candidate improvement.

There are several recommendations for consideration:

- Implementing Application Deadlines
- Completion of Student Self-Assessment
- Recommendation(s) for Admission (3)
- Writing Sample
- Student Interview

**APPLICATION DEADLINES**

Currently, COEPD candidates can apply for admission into the teacher education program at any time during any semester. This proposal states that changing the admission to three times a year will increase the importance of being admitted in a timely manner.

Here are the proposed admission dates for upcoming semesters:

<b>Application Deadlines</b>			
Incomplete applications will not be accepted.			
<b>Spring 2016</b>	<b>Summer 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>
If you are anticipating taking ADMI 4 courses in the Summer 2016 or Fall 2016 semester you must be admitted by the following deadline date:	If you are anticipating taking ADMI 4 courses in the Summer 2016 or Fall 2016 semester you must be admitted by the following deadline date:	If you are anticipating taking ADMI 4 courses in the Spring 2017 semester you must be admitted by the following deadline date:	If you are anticipating taking ADMI 4 courses in the Summer 2017 or Fall 2017 semester you must be admitted by the following deadline date:
January 29	May 27	September 9	January 27

**COMPLETION OF STUDENT SELF-ASSESSMENT**

The student self-assessment will help the student become more familiar with and understand the teacher candidate dispositions. All assessments will be completed through LiveText.

Example:

**Instructions:**

This self-assessment must be completed and included with your ADMI 4 application. Students will rate how much they understand a variety of education standards and concepts. Because some have not had exposure to the concepts in coursework yet, it is not unusual for a student to rate his or her understanding as a "1". This does not count against the student. Please answer each question honestly.

<b>TEACHER CANDIDATE DISPOSITIONS</b>	<b>Score</b>
<b>APPEARANCE:</b> Neat, well-groomed, and dressed professionally.	
<b>ATTENDANCE:</b> Prompt and regular in attendance.	
<b>ATTITUDE/COMPOSURE:</b> Maintains poise in unexpected/difficult situations; is positive and supportive.	
<b>FLEXIBILITY:</b> Makes adjustments in teaching strategies based on student learning and behavior.	
<b>CONFIDENTIALITY:</b> Maintains confidentiality concerning all student information.	
<b>CRITICAL THINKING:</b> Uses questioning techniques to stimulate higher level thinking skills that promote meaningful interactions; demonstrates multiple solutions to problems.	
<b>COMMITMENT TO STUDENTS:</b> Treats students equitably in a positive learning environment.	
<b>COMMITMENT TO DIVERSITY:</b> Values and respects student differences.	
<b>COMMITMENT TO TECHNOLOGY:</b> Uses technology to enhance the educational experience.	
<b>COMMITMENT TO PROFESSION:</b> Works cooperatively with all school personnel.	

**4 = I demonstrate competency with the standard beyond the majority of students.**

**3 = I demonstrate competency with the standard**

**2 = I can show I have made progress towards demonstrating competency with the standard**

**1 = I have had little to no experience toward meeting the standard**

Signature \_\_\_\_\_ Date \_\_\_\_\_

## RECOMMENDATION FOR ADMISSION

After researching the admission process for several other teacher preparation programs, the committee feels the recommendation piece is a significant piece to consider. All recommendations must be loaded into LiveText by the student.

Example:

Recommendations should come from the following sources:

### REQUIRED

- Marshall University Instructor with whom you have had a class.

### OPTIONAL

- Former teacher, guidance counselor, or school administrator.
- Former or present employer.
- Any individual who has supervised you in an activity involving children and/or youth.

The following is to be completed by the person writing the reference:

<b>Please Check</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>N/A</b>
Oral/Written Communication Skills					
Critical Thinking					
Ability to engage children and/or youth					
Personal appearance					
Reliability					
Cooperation/Collaboration					
Motivation					

**Comments:** Please use the space below to add any additional comments. Use additional sheets of paper if needed. Please put your name and applicant's name on all additional sheets. This will become a part of the student's file; it is not necessary to seal this recommendation.

## WRITING SAMPLE

A written statement of no more than 500 words. The written statement needs to be typed with one inch margins on all sides, 12 point font, and double-spaced. The writing sample must be loaded into LiveText. Students will choose one of the following topics below:

- **Belief Statement** – Provide a brief statement describing your current beliefs about education and explain how you see the purposes of school and the roles and relationships of teachers and learners.
- **Experience Statement** – Provide a brief reflection on an experience from your life and discuss how that experience might influence your work with diverse populations of learners.
- **Current Topic in Education** – Identify a topic on education in the news in the last year that you believe may have a significant impact on public education.

## STUDENT INTERVIEW

Student interviews will be with a panel of three people; one must be in the student's content area. The panel members will ask a series of questions with regards to professional dispositions and related to the following:

- Interest in the teaching profession
- Decision-making
- Diversity
- Sensitivity and respect
- Commitment to education for all learners
- Working with parents

**Dress Attire for the interview:** Dress business professional (do not wear shorts, jeans, low cut tops, mini-skirts, tennis shoes or flip flops).

The interview panel will evaluate the student interview by using a rubric (to be determined).

Students will have the opportunity to make closing remarks and/or ask questions.

All applicants who complete the interview process will be informed by letter of their admission decision.

Ad-Hoc Committee Members: Sissy Isaacs, Paula Lucas, Janet Dozier, Kandice Napier, Rob Wray (Music Dept.), Sarah Stapleton (Wayne County), Sarah Willis (student), Erin Casper (student)



**COLLEGE OF EDUCATION & PROFESSIONAL DEVELOPMENT**  
**Student Center of Professional Education Services**

**What is a Teacher in Residence Program?**

A Teacher-in-Residence Program is an intensively supervised and mentored residency program for prospective teachers during their senior year *that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia public schools.* Teacher-in-residence programs require authorization of the WVBE pursuant to W. Va. Code §18A-3-1(e).

**What are the Minimum Requirements?**

- The prospective teachers-in-residence shall:
  - 1) have completed the content preparation courses with a minimum 3.0 GPA;
  - 2) shall have met the proficiency score(s) on the state competency exam(s) in pre-professional skills (PPST or PRAXIS Core) or qualify for an exemption as described in Section 6.2.c of WVBE Policy 5100;
  - 3) shall have met the proficiency score(s) on the state competency exam(s) in content (PRAXIS II Content) or qualify for an exemption as described in Policy 5202 in the area for which s/he is seeking certification.
- The prospective teachers-in-residence shall only be eligible to serve in a teaching position in the county which has been posted and for which no other fully certified teacher has been employed.
- The agreement between the institution of higher education and the county board shall include the specifics regarding the program of instruction and the responsibilities for supervision and mentoring by the institution of higher education, the school principal, peer and mentor teachers.
- The salary and benefit costs for the position to which the teacher-in-residence is assigned shall be used only for program support and to pay the teacher-in-residence a stipend that is no less than 65% of all state aid funding.
- The prospective teacher-in residence shall satisfy the requirements for the Teacher-In-Resident Permit as identified in Policy 5202.
- The program must be approved by the WVBE.

**Counties that currently have a TIR Agreement in place are as follows:**

Boone, Kanawha, Mason, Mingo, Putnam and Wirt