

Policy 5202 Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications (5202)

Comment Log

August 15, 2014 through September 15, 2014

Action	Type
N	No Response
NA	Not Accepted
A	Accepted

Type
-
+
o

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
		§126-136-4 Definitions		
09-12	Carol Giles Bridgeport WV	Most teacher specializations whether science, English, visual impairment, or hearing disabilities require some type of training related to the classes or impairment. In Policy 5202, Autism teachers are not required to have any training specific to Autism. Other learning disabilities require specific training. Why shouldn't autism teachers be required to have a minimum amount of training on autism? Doesn't this practice adversely discriminate against autism students vs. other disabilities?	A/-	This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.
09-12	Wendy S Dillon teacher, certified special educator multi catK-AD Fairview Middle School Fairview WV	As a parent of a child with autism, an educator, and a certified special educator (multi cat K-Ad), I resent this proposal. I invested too much time, money, effort in getting an appropriate education for the same degree that consideration of this policy would be giving away. My child, all children with autism deserve better.	A/-	This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of an autism endorsement based solely on a content examination, as there is no specific content exam

09-14	Jennifer Holipski Teacher Harrison County Schools Clarksburg WV	No Comment (blank)	N/O	No Comment For This Section	for autism.
09-15	Wendy Radcliff Coordinator Mountaineer Autism Project Charleston WV	No Comment (blank)	N/O	No Comment For This Section	
§126-136-6 Legal Basis for Licensure					
09-14	Jennifer Holipski Teacher Harrison County Schools Clarksburg WV	No Comment (blank)	N/O	No Comment For This Section	
§126-136-8 Highly Qualified Teacher					
08-28	Susan Grady Director of Personnel Mineral County Schools Keyser WV	This was definitely a needed update.	N/+	Comment is in support of revised language.	
09-11	Jeremy Cook Parent Augusta WV	I am not exactly sure where I should be commenting at on this form. This seems like the best place to do so. I have children with autism. My children were under supervision for what has been previously stated as a highly qualified teacher. Even with the requirements previously to have that title, I was appalled at how unqualified most of them in our region are. My children were supposed to be taught by these so called professionals, only for me to find out that wasn't the case. I was forced to remove them from the special education classroom while in elementary school because of lack of knowledge from the teacher that was supposedly "autism certified". This supposed professional couldn't even properly modify a curriculum and that was just the beginning. When they went to middle school it got even worse for them and us as parents. We were constantly getting calls about behaviors that weren't typical for my children. When all was said and done, we found out that our children were being restrained, and no one at that	N/-	This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.	

school could even right a proper behavior plan. We were also told at their IEP meeting that absolutely no modifications had been made all year for them and that they hadn't been made to do any work for the whole school year. The staff administration for the school was present as well as the special education director at that time. They seemed to be fine with that. In closing I removed my children from the public schools because of highly trained teachers staff and professionals not being properly trained and their lack of all around care for children with disabilities in the school system. Now my question for the powers to be over 5202, how can you endorse such a awful idea as this, when the "trained educators" you have can't even handle or do the job properly? I sincerely ask that this policy not be passed because it will be the demise of our schools as we know them and will break parental and teacher bonds. I do however propose that you take a look at what is all ready being called Highly Qualified and make have proper monitoring of them in place to weed out the one that don't really care or do their jobs correctly. Thank you for your time and attention to this matter. Also if you have any questions to this matter feel free to contact me at 304-261-9429.

Sincerely,
Jeremy Cook

Allyson
Schoenlein
Federal Programs
Director
Cabell County
Schools
Huntington, WV
25702

09-12

8.2.b.2 incorrectly stipulates that NCLB requires elementary certification for a Title I Reading Specialist to be highly qualified. This sentence should be extracted.

A/-

Section 8 was revised to reflect this change in policy language. Policy now reads "According to the NCLB guidelines, a Title I reading teacher is considered highly qualified if the individual holds state certification with a master's degree in reading specialist, completion of a graduate level reading specialist program, or completion of a reading education endorsement program.

It appears that anyone with a valid teaching license can take the Praxis for Multi Category and if they pass, will be qualified to teach Autistic students. This involves managing, teaching, working with therapists and parental team to case manage each student. How can a teacher without Autism training implement the Guidelines for Best Practices for Autism Spectrum Disorders: Services in WV School produced by the WVDE in July 2011? Is there an intent to provide additional training related to Autism after a teacher is in place? If a teacher fails

Carol Giles
Bridgeport WV

09-12

A/-

This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does

<p>to appropriately and adequately teach and deal with Autistic students, what is the mechanism to remove the teacher from the assigned classroom? Isn't it possible that a teacher without adequate training could leave the WVDE open to potential lawsuits in addition to the additional costs relating to inadequate teaching?</p>	<p>not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>Wendy S Dillon teacher, certified special educator multi catK-AD Fairview Middle School Fairview WV</p>	<p>The federal definition of Highly Qualified allows alternate options for demonstrating subject matter competence, including Praxis II exams.</p>
<p>09-12</p>	<p>N/-</p>
<p>Highly qualified should mean exactly that. You've gone through the required coursework.</p>	<p>No comment received for this section.</p>
<p>09-14</p>	<p>N/O</p>
<p>Jennifer Holipski Teacher Harrison County Schools Clarksburg WV</p>	<p>No comment received for this section.</p>
<p>09-15</p>	<p>N/-</p>
<p>Glenda Jo Pennington Dean, College of Education Ohio Valley University Vienna WV</p>	<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>09-15</p>	<p>A/-</p>
<p>Darby Randan</p>	<p>Section 8 was revised to reflect</p>

<p>Title I Reading Teacher Spring Hill Elementary Huntington WV</p>	<p>I received my certification in Reading Education, I was instructed that it was for persons in early childhood through adulthood. Therefore, I should not be required to hold an elementary degree in order to teach reading instruction to elementary students.</p>	<p>this change in policy language. Policy now reads "According to the NCLB guidelines, a Title I reading teacher is considered highly qualified if the individual holds state certification with a master's degree in reading specialist, completion of a graduate level reading specialist program, or completion of a reading education endorsement program.</p>
<p>Ashlie Ellis Title I Reading Specialist Cabell County Board of Education Huntington WV</p>	<p>According to NCLB, a Reading Specialist does NOT have to have a certification in elementary education or multi-subjects in order to be considered highly qualified. With that said, I do not think that WVBE should require it.</p>	<p>Section 8 was revised to reflect this change in policy language. Policy now reads "According to the NCLB guidelines, a Title I reading teacher is considered highly qualified if the individual holds state certification with a master's degree in reading specialist, completion of a graduate level reading specialist program, or completion of a reading education endorsement program.</p>
<p>Catherine J. Michael Berkeley Springs WV</p>	<p>As a teacher, parent and Aunt of two autistic children, I am fully persuaded and confident that every and anyone who teaches autistic children MUST be trained in SPECIALIZED and appropriate classes to be capable and competent! The personal experiences and interactions I have had with my nephew and niece make it apparent that autism is very complex and only a specially trained teacher can truly be effective and help these precious children and manage their unique cases. Please support these children and their families by NOT passing this policy! Thank you!</p>	<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>Christina Smith Executive Director</p>	<p>Proposed changes to this policy will seemingly result in teachers being able to simply take a test that will grant them a special education specialization in</p>	<p>This comment is pertaining to a section of policy that is not open</p>

<p>The Arc of the Mid Ohio Valley Parkersburg WV</p>	<p>Autism. This step will lead to further disintegration of an already broken special education system, as the ability to effectively teach concepts and skills to students with disabilities has already been compromised with previous changes to the multi-categorical model. Previous reductions in the college-level requirements regarding effective specialized teaching methods and strategies for targeted special education categories (i.e. Autism, Behavior Disorders, Learning Disabilities, Significant Disabilities, etc.) have resulted in less than positive results to date. Previously, teachers were required to take specialized courses relating to Autism prior to being certified, rather than taking a test without coursework.</p> <p>This proposal looks like it will allow the Multi-Categorical test to qualify a teacher to receive an Autism certification, when the test has excluded autism in the past.</p> <p>Both, as a parent of a child with a developmental disability, and as the Executive Director of an advocacy agency that serves families, I strongly oppose this change since teachers could be certified in the Autism category without having taken any specific training in the area of autism. I emphatically do not believe proposed changes that weaken the training requirements for special education specializations should be supported or implemented.</p>	<p>for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>09-15 Julia Barney teacher and parent inwood WV</p>	<p>Teachers of students on the spectrum must be trained effectively for this task via coursework and experience. A test will not sufficiently demonstrate their skills. Autism is a complex disorder and at its root it is a communication disorder. Placing educators without the necessary college coursework and experience in classrooms with students who struggle to communicate would increase stress for both educators and students. As a public school teacher AND the parent of 2 children on the spectrum, this is a terrible idea that would only cause a greater degree of difficulty for both teacher and students.</p>	<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>09-15 Darlene M. Allen Bunker Hill WV</p>	<p>I am the grandmother of two autistic children and I am very concerned that passing this policy will be detrimental to the education and success of my grandchildren!</p> <p>Autism is very complex and unique and only a teacher who has had specific autism training can effectively work with these children. Please do not</p>	<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202,</p>

	<p>compromise my grandchildren's education and future by passing this policy!</p>	<p>specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>09-15 Wallace Allen Bunker Hill WV</p>	<p>I am the grandfather of two autistic children and I am very concerned that passing this policy will be detrimental to the education and success of my grandchildren!</p> <p>Autism is very complex and unique and only a teacher who has had specific autism training can effectively work with these children. Please do not compromise my grandchildren's education and future by passing this policy!</p>	<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p> <p>A/-</p>
<p>§126-136-10 Licenses for Professional Educators</p>		
<p>08-28 Susan Grady Director of Personnel Mineral County Schools Keyser WV</p>	<p>The removal of the requirement regarding a technology-related renewal course will allow the professional educator and the counties (if needed for improving professional practice) more freedom for the educator to pursue coursework to meet individual and professional goals.</p>	<p>Comment is in support of the revised language.</p> <p>N/+</p>
<p>09-11 constance pirner Teacher Marion County Schools Barrackville WV</p>	<p>This concerns the multi-catagorical Praxis exam which would allow certified teachers to obtain certification via passage of exam. Most of our students are mainstreamed with support as it is. The educational needs of a child with autism are not unlike the needs of other children and the delivery of services is different for each child based on his or her particular characteristics. I support this move. I was certified in mild and moderate as well as severe and multiple disabilities and taught in special education for twenty-six years.</p>	<p>This comment was placed in the wrong section. However, it is in support of allowing an additional endorsement to be added via the Praxis II option.</p> <p>A/+</p>
<p>09-12 Carol Giles Bridgport WV</p>	<p>It appears that anyone with a valid teaching license can take the Praxis for Multi Category and if they pass, will be qualified to teach Autistic students. This involves managing, teaching, working with therapists and parental team to case manage each student. How can a teacher without Autism training implement the Guidelines for Best Practices for Autism Spectrum Disorders: Services in WV School produced by the WVDE in July 2011? Is there an intent to provide</p>	<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202,</p> <p>A/-</p>

<p>specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>		<p>additional training related to Autism after a teacher is in place? If a teacher fails to appropriately and adequately teach and deal with Autistic students, what is the mechanism to remove the teacher from the assigned classroom? Isn't it possible that a teacher without adequate training could leave the WVDE open to potential lawsuits in addition to the additional costs relating to inadequate teaching?</p>	
<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>	<p>A/-</p>	<p>I am a proud and concerned grandparent of a precious 9 year old boy who is both physically and developmentally disabled. I am extremely skeptical of Policy 5202. I want my grandson to be afforded the best education possible with his autistic needs in mind. I feel that a teacher must take a variety of professional classes on autism to be properly prepared to devise a different manner in which to teach or reach my grandson through knowledge gained outside of my grandson's classroom. I do not agree with Policy 5202 where a teacher would only need to pass a test to be qualified to teach a student with autism. I would assume that a vital section of my grandson's IEP would be to have a qualified teacher who would understand how to properly teach and to intellectually reach my grandson to afford him an education to the best of his ability with autism. I thank you for the opportunity to make my comment. I respectfully ask your office to explain to me why the possibility of Policy 5202 is to be enacted.</p>	<p>Mary Ellen Knotts Grandparent Spelter WV</p>
<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>	<p>A/-</p>	<p>I find it disconcerting that teachers can pay for a autism certification by passing the bare minimum score on the Core Content, Mild to Moderate Praxis II test. In helping others study for that particular test, the focus in NOT on autism with only a few questions addressing a scenario where autism would be part of the answer. I have taught students who were on the spectrum for several years, but a qualified, trained teacher with true autism certification worked with me closely. Paying a set fee and passing a test which focus is not autism (again with the lowest passing score required) does not make ANY teacher qualified to address the needs of those students. I have found in my 30 years of teaching experience that parents of children with autism KNOW the law and the rights of their children. I believe this policy is opening the door for lawsuits across the state as the parents will most definitely be more informed that the 'so called' certified professional.</p>	<p>Holly DeVito special education teacher Marion County Fairmont WV</p>
<p>No comment for this section.</p>	<p>N/O</p>	<p>Please see comments under Appendix A</p>	<p>Jennifer Holipski Teacher Harrison County Schools Clarksburg WV</p>
<p>This comment is pertaining to a section of policy that is not open</p>	<p>A/-</p>	<p>Tests required for a new specialization on a professional certificate: I am highly concerned by the fact that a teacher who currently holds a valid teaching license</p>	<p>Tonya LaFaber Autism Teacher</p>

Martinsburg WV	<p>needs to ONLY take the Praxis for Multi-Categorical Special Education with NO field experience in Autism required to receive an endorsement to teach Autism.</p> <p>As a teacher of students with Autism Spectrum Disorders, I can honestly say there is no field experience other than one in a classroom with students that have this diagnosis, that will begin to truly allow other teachers to comprehend what it is like to work in this field. As we, Autism teachers and parents, say, "When you have met one individual with Autism, you have met one individual with Autism." the same goes for the Autism classroom - none are the same and they are truly individualized to the students within the classroom. It is vital that educators who wish to have an endorsement in Autism have field experience in this setting, prior to receiving it. A praxis test, alone, is an insufficient measure to evaluate an educator's ability to teach students on the Autism Spectrum; however, combined with field experience the teacher will have some hands-on experience to be better equipped for the classroom that serves students on the spectrum. The students in these classrooms and on case loads range in ability from a severe functioning ability all the way up to high-functioning, if not brilliant.</p>	<p>for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>Glenda Jo Pennington Dean, College of Education Ohio Valley University Vienna WV</p> <p>09-15</p>	<p>Comment on Policy 5202 proposed Section 11.4.a.1: Criterion 4 allows entry to an administrative certificate program with three years of management experience. This is unwise and counterproductive. It is time to change this policy for WV school principals and district administrators. Our school administrators need to be instructional leaders. A significant and growing body of empirical research points out that school principals tend to lack knowledge and experience in areas of education outside their own certification areas, especially in 21st Century teaching and learning. One area where these gaps are clearest is in administration of special education in the buildings. This problem needs solution. One step in the right direction is to require that all school and district administrators have training, credentials, and teaching experience in P-12 education.</p>	<p>NA/-</p> <p>This comment will be referred to the WVBE Policy 5202 Stakeholder Committee for future consideration.</p>
<p>Wendy Radcliff Coordinator Mountaineer Autism Project Charleston WV</p> <p>09-15</p>	<p>Teachers in special education should be required to have experience in working with children with autism and autism programs before being certified to teach in an autism classroom. All special education teachers do not have experience or understanding of autism and teaching methods for children with autism. It is imperative that students with autism are taught using an evidence based approach to learning that includes discreet trial training and advanced behavioral analysis based instruction.</p>	<p>A/-</p> <p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam</p>

for autism.

The definition of "highly qualified teacher" states, "...a highly qualified teacher) has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches." (NASET website). I hardly think it would be acceptable for someone to come out of high school, pass a test, and be certified to teach our children. Parents and communities would be enraged if this was the way we hired teachers. My question is, why is it acceptable for someone who wants to "specialize" in autism, special education, etc. to simply pass an exam to become certified. In order to teach ANY child takes years of training and practice. Children with special needs need higher levels of specialized training that involve a multitude of teaching skills and thinking outside the box so they are able learn and thrive alongside their peers. It is COMPLETELY unacceptable to simply pass an exam to obtain a license to teach special education or any subject. Children with special needs deserve the same access to highly qualified teachers and free and appropriate education as ALL WV students. Therefore, these new guidelines MUST be amended to include appropriate training for anyone who teaches children with any type of special need. I hope you will seriously consider the repercussions of passing these amendments as they currently stand. Remember, ALL children will one day grow up and out of the school system. Do we want them to be educated, employable, and self sufficient, or do we want them supported by the government because they have no marketable skills? Thank you for your serious consideration on this matter.

Christina Yauch
Charleston WV

09-15

This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.

N/-

I am writing to express concern about a recent change in the policy that now allows individuals who hold professional certification in one area to add another endorsement simply by passing a Praxis Content Test in the second area. I was directed by staff of the West Virginia Department of Education to express my concern using this forum. As a special educator who has worked in this discipline for many years and as someone who prepares special education teachers, I am very worried about the impact this change could have on quality education for exceptional students in West Virginia.

Barbara Ludlow
Professor
West Virginia
University
Morgantown WV

09-15

This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.

N/-

for the purpose of passing an exam with no real concern for teaching content. But I will leave the arguments for or against a content test in general education to my colleagues from those units.

Special education is a discipline that is skill-based more than it is knowledge-based - it is about knowing not just specialized strategies but also how to individualized and adapt those strategies in specific contexts - something that is difficult to learn without experience and to demonstrate on a computerized exam. Can an art teacher who cannot find a job be fully qualified to teach and successful in achieving learning outcomes for a student with severe/multiple disabilities simply by getting the right answers on a test? Can a PE teacher be ready to teach Braille and orientation/mobility skills to a student who is blind or an elementary teacher be well-equipped to teach a student with autism who needs communication and social skills training after earning a score on a test? I find it hard to believe that such teachers would know all they would need to be successful working with these students. I do not know how studying for and passing a content test can prepare someone in any way for the real challenges they will face in a special education program or be any real substitute for guided practice with hands-on and supervised experiences with real children with disabilities.

If we accept the logic that any certified teacher may add another endorsement with just a Praxis test score, then why are special educators specifically exempt from that? The policy states that special educators must still complete a full elementary program to add an elementary endorsement - they cannot avail themselves of the Praxis content test route. Surely, it is just as easy (if not much more easy) for a well-prepared special educator to become an elementary education teacher by passing a Praxis test in elementary education content as it is for an elementary teacher to be qualified to teach students with behavior disorders by passing a special education content test that includes minimal focus on behavior management. This suggests the appropriate use of Praxis content test to waive requirements for additional endorsement has not been well thought out. At the very least, any decision to allow Praxis tests to substitute for training should be made only after considering what Praxis content tests do and do not measure and what knowledge and skills are required to be successful in the classroom.

§126-136-11 Permits Issued to Professional Educators

Antonia
Interpreter
Charleston Wv

08-21

I do not believe that specialized teaching areas should allow a permit. Certified acceptance only.

NA/-

Permits enable services to be provided to students where shortages exist.

08-22	Ruby Losh Mother of deaf children Rivesville WV	Hearing impaired teachers must know sign language before grant a permit to be able to communicate with deaf students. My experience at Marion county was appalled because my kids previous two HI teachers were able to communicate with my children direct by using sign language and must know deaf culture. My Kids' now HI teacher don't know signs or any deaf education background. All HI must be certified and not get permit license.	NA/-	Permits enable services to be provided to students where shortages exist.
09-12	Stacie Morgan Fairmont West	I don't want anyone who is not trained in autism pretending to know that they are doing with my child when they haven't had training. It upsets me to think that this is even possible. I as a parent have even went to trainings so that I would understand autism better. If you haven't been trained there is no way that you would even remotely know what was best for my child. The understanding of why they behave the way she does would be nonexistent. The problems that autistic children have can be very severe and life altering if not dealt with properly.	A/-	This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.
09-14	Jennifer Holipski Teacher Harrison County Schools Clarksburg WV	No Comment (blank)	N/O	No comment for this section.
§ Appendix A Programmatic Level Specializations Recognized on the Professional License				
08-28	Susan Grady Director of Personnel Mineral County Schools Keyser WV	With the emphasis on career and technical education the grade level change was important and needed.	N/+	Comment was in support of the revised language.
09-03	Jennifer McFarland-Whisman Assistant Professor Marshall University Ona WV	I am submitting comments on policy 5202, Appendix B. According to Appendix B teachers would be allowed to add autism to their certificate with a Praxis II exam only. As such, teachers would no longer need to take essential coursework specific to teaching students with autism spectrum disorders (ASD). Increasing at a rate of 6 to 15% percent per year, ASD is the fastest growing disability with approximately 1 person in 68 affected (www.cdc.gov). School systems are facing more children with ASD who have complex medical, cognitive, social, sensory and behavioral needs which may challenge teachers and school districts. From	A/-	This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of

	<p>1995 to 2010 the percentage of students with autism served under IDEA increased tenfold, from 0.5% to 5.8% (nces.ed.gov/). Because more children with ASD are in classrooms, it is increasingly important for teachers to be well prepared in evidence-based practices used to teach these children. Many of the evidence-based practices used to teach children with ASD include strategies taken from the field of applied behavior analysis, including but not limited to discrete trial teaching; naturalistic teaching; verbal behavior strategies; picture exchange communication system; social skills training and social narratives; and task analysis, chaining, reinforcement and prompting procedures. In addition, a common feature of applied behavior analysis is the use of direct observation data collected in real time to monitor student progress. Teachers of students with ASD need to be appropriately trained in developing and using valid data collection procedures to accurately evaluate student progress. Some children with ASD may also present with challenging behavior which means teachers need the capacity to understand the functional relationship between variables in the classroom and behavioral issues, and be able to develop appropriate behavior support plans. Many of these topics are beyond what would normally be covered in traditional special education coursework, thus, I am urging you to reconsider this portion of policy 5202, Appendix B.</p>	<p>an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>09-12</p> <p>Carol Giles Bridgeport WV</p>	<p>It appears that anyone with a valid teaching license can take the Praxis for Multi Category and if they pass, will be qualified to teach Autistic students. This involves managing, teaching, working with therapists and parental team to case manage each student. How can a teacher without Autism training implement the Guidelines for Best Practices for Autism Spectrum Disorders: Services in WV School produced by the WVDE in July 2011? Is there an intent to provide additional training related to Autism after a teacher is in place? If a teacher fails to appropriately and adequately teach and deal with Autistic students, what is the mechanism to remove the teacher from the assigned classroom? Isn't it possible that a teacher without adequate training could leave the WVDE open to potential complaints and lawsuits in addition to the additional ancillary and more far reaching costs relating to inadequate teaching?</p>	<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>09-14</p> <p>Jennifer Holipski Teacher Harrison County Schools Clarksburg WV</p>	<p>I am writing to ask that you please stop changes to policy 5202. I am a special educator who currently holds two masters degrees and an endorsement in autism. I like many of my fellow educators completed the additional coursework and took and passed the necessary tests to receive these degrees. There is a reason that additional coursework is required for additional endorsements, and that is to allow for building background knowledge through coursework, tests and assignments and demonstrating how to apply that knowledge through practicum experience. Just because a teacher has X amount of years of teaching experience</p>	<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of</p>

<p>and can pass a test, doesn't necessarily mean that teacher is highly qualified to implement teaching strategies and methods to meet that students individualized learning needs. In my opinion by allowing teachers to take the praxis to obtain an additional endorsement does not produce a highly qualified teacher, it provides wording next to a teachers name that says they are highly qualified. To those of us who took time away from our families, put forth the effort to complete additional coursework, and are thousands of dollars in debt with student loans allowing policy 5202 to happen is demeaning to us. I ask you how is taking the praxis to receive an additional endorsement any different than going to an express care service with a headache and having the physician on staff say to you that you have a brain tumor, but don't worry I took the test to be a brain surgeon, got the minimum passing score of 159, and I am highly qualified to remove that tumor, step into the next room, and I will operate. I ask that you please take my comments into consideration. Respectfully Submitted, Jennifer Holipski Special Education Teacher</p>	<p>an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>The manner in which the proposed changes at http://wvde.state.wv.us/certification/forms/documents/AdditionalEndorsementbasedonPraxis_Information.pdf are written suggests that teachers can become certified in special education by taking a test without any requirements for additional coursework. Although West Virginia has a shortage of teachers certified in special education, we do not correct the problems in our special education programs by eliminating the need for coursework and by reducing the requirements for certification in special education.</p>	<p>This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.</p>
<p>Families of children with mental impairments must trust the school system in the same manner as persons who skydive must trust their in-tandem instructors. Your life depends upon the in-tandem instructor packing the parachute correctly and pulling the cord to release the parachute at the correct time. Parents of a child with both physical and intellectual disabilities place the lives of their children in the hands of people who are initially complete strangers to their children and their families. These complete strangers must educate the children using teaching strategies that are "outside of box" relative to a normal curriculum. These teaching strategies are the product of in-depth research. These teaching strategies are not the product of merely studying for and passing a test. In addition, when a child has both physical and intellectual disabilities, these complete strangers must understand how to provide for a child's daily needs while protecting the child's well-being, security, and dignity. Parents of children who are primarily nonverbal depend upon these people who are initially complete strangers to advise them about what went well and what did not go so well during the child's school day</p>	<p>A/-</p>
<p>Allison Bungard Parent of Child Enrolled in Special Education Clas Elkview WV</p>	<p>09-14</p>

because the events of the day may affect the child's overall well-being and medical needs.

In whose care would you rather place your life -- the skydiving instructor who merely took a written test on how to pack the parachute or the skydiving instructor who also took coursework on how to pack the parachute? It goes without saying that most of us would prefer to put our lives in the hands of someone who has taken coursework where they learned how to pack the parachute and how to pull the cord to release the parachute at the proper time. I dare say that parents would prefer for their children with special needs, whose lives are placed in the hands of the school system each day, to have a teacher who was actually trained in teaching children with physical and intellectual disabilities rather than a teacher who only passed a written test about how to teach children with physical and intellectual disabilities. I dare say that parents would prefer to place the life of their non-verbal children in the hands of a teacher whose coursework covers the importance of communication with parents because that is all of the communication that parents of non-verbal children may receive about the school day.

To address the shortage of teachers certified in special education, we need to create incentives for teachers to obtain special education certifications and to remain in special education classrooms. In many counties, teachers have no incentive to teach a class of children with intellectual disabilities and physical disabilities. The teaching strategies in the special education setting usually require thinking outside of the box. Many special education classrooms lack the support of a sufficient number of aides to meet the needs of all of the children. A teacher can make the same amount of money by teaching a general education class that does not require the level of work required in the special education setting. Thus, without financial incentives and necessary support, many teachers decide to return to the general education setting after only a couple of years in the special education setting.

Please do not reduce the standards for teachers to earn a special education certification. Prior to receiving special education certifications, teachers should be required to complete coursework relating to specific areas in special education, including but not limited to, autism, emotional behaviors/disorders (excluding autism), mentally impairments (mild/moderate), severe disabilities, multi-categorical special education, and specific learning disabilities.

Policy 5202
Comments
September 15, 2014

The WV Developmental Disabilities Council submits the following comments on Policy 5202 that affect the certification process for teachers of students with autism.

It appears to us that teachers will now be allowed to take a test to receive a special education specialization in Autism. Previously, teachers were required to take courses (Introduction to Autism and Autism Strategies) prior to being certified rather than taking a test without coursework.

It looks as if it is proposed to allow the Multi-Categorical test to now qualify a teacher to receive certification in the Autism category. The Multi-Categorical area, which allows a test, has excluded autism in the past. If this is what is being proposed, the Council strongly opposes this change since teachers could be certified in the Autism category without having taken any specific training in the area of autism.

Such a change would mean that Autism Mentors would then be more qualified than teachers, since legislation requires Mentors to take 30 hours of coursework, spend two years working with students with autism under the direction of an Autism Certified Teacher, and take a test. Surely such teachers should be better qualified than the Mentor?

The Council understands that the federal government has placed WV in the category of "Needs Assistance" due to its low performance scores in special education (reportedly the second lowest in the nation). Any proposed changes that weaken the training requirements for any special education specializations are not supported by the Council.

Teachers of students with autism must also have training in autism education programs and practices. Passing an exam and having a degree in teaching is not enough experience to effectively teach children with autism and autism related learning disabilities.

Steve Wiseman
Executive Director
WV
Developmental
Disabilities
Council
Charleston WV

Wendy Radcliff
Coordinator
Mountaineer
Autism Project
Charleston WV

09-15

09-15

This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.

This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of

A/-

A/-

an autism endorsement based solely on a content examination, as there is no specific content exam for autism.

§Appendix C Required Tests and Industry Credentials Required for Issuance of WV Career and Technical Education (CTE) Teaching Credentials

08-28	Susan Grady Director of Personnel Mineral County Schools Keyser WV	As a Human Resource Director, the CTE requirements are the most difficult to understand. Any table which makes the requirements clearer and more "user friendly" is welcomed.	N/+	Comment is in support of the revised language.
09-13	Morgan Williams Teacher Fairmont WV	I have a Masters in ASD and still don't feel like I know everything about working with arid beds with Autism. This isn't something people learn from a test-it requires working with those individuals and learning from those more experienced. Not everyone can teach and not everyone can teach students on the spectrum. It requires a special person for these special individuals. It is insulting to assume anything else.	A/-	This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as there is no specific content exam for autism.
09-14	Jennifer Holipski Teacher Harrison County Schools Clarksburg WV	No Comment (Blank)	N/O	No Comment in this section.
09-14	Christopher S Barney Parent/Child Advocate Inwood WV	I am writing to voice my opposition as a parent and as a child advocate against the pending policy change. My greatest opposition is to the following subsections of the policy. 10.1.b.3.I The state of West Virginia is basing their criteria for teachers in addressing students with exceptionalities based on the "assumption" that they, the teacher, have received the training they need prior to employment. I speak on the half of hundreds and perhaps thousands of parents who have students that are educated within the state of West Virginia that will tell you that not every teacher has the	A/-	This comment is pertaining to a section of policy that is not open for public comment. However, language added to Appendix A will clarify that the currently approved version of Policy 5202, specifically Section 21.1.b, does not allow for the issuance of e of an autism endorsement based solely on a content examination, as

skill set to be successful in the classroom. Students with exceptionalities require someone who not only has the ability to teach and instruct in a common core setting, but they require someone who understands the nuances of autism, and others special needs for our students, for the express purpose of establishing a conducive education environment for students to achieve their peak performance.

With all due respect, the subsection clearly illustrates the problem with hierarchy leadership making proposals for grassroots action in local education. It is void of common sense, lacks vision, and clearly illustrates a lack of fundamental understanding for what is needed in our local schools.

10.1.b.3.J

The substitution of the NES Content Test in Special Education in lieu of the Praxis II Education of Exceptional Students: Core Content Knowledge based once again on the "assumption" the content was included in the in NES testing is so beneath the quality of education the state of West Virginia can provide to students and the professional standards that they can set for the teachers who take on the hard and noble assignment of teaching students with exceptionalities.

It is no wonder why our state lacks the rest of the nation in the quality of our education. There are many things we need in the state temperature of the education system not just for students with exceptionalities, but for all students. However, this response is not in dealing with the difficulties that we have in our state education system it is responding to a policy change that is incredibly in the worst interest possible to our students and their teachers.

Teachers must receive the training that they need to be successful in the classroom whether mainstream or exceptionalities. Teachers must be given the time to work on the nuances and strategies necessary to be successful with their students. The teachers are your human capital for this endeavor that we call public education.

Students need to have teachers who are not only fully equipped educationally, well vetted, but have received the specialized training that is required to help draw out the very best in students with exceptionalities. The success of our students must not be left up to "assumption". The students of West Virginia must achieve success in partnership with their hard work the hard work and understanding of their teachers, and the family support that they receive at home.

there is no specific content exam for autism.

In closing, as I looked over this policy and study existing caselaw, I see a very slippery slope coming for the state. Surely you must realize that by allowing mainstream teachers to simply pass a test and allow them to teach students with exceptionalities on the basis of simply passing a test is asinine at best. How can we in good conscience cheer on our students to achieve greater success in order to reach their full potential and then in the same breath telling our teachers that just passing a test is good enough? Is this not what we do tire students every year? We tell them we want them to do well but at the end of the day the only thing that matters is passing their state test. As long as they get high marks. As long as they do their very best on the test that's all that matters. What are we teaching our kids?

If we want higher standards out of our kids I believe in the Maxwell's Leadership principle of the "Law of the Lid". Plain and simple the level of your leader dictates the highest level of those they lead.. Your teachers have to be expected to be working toward a mastery level when dealing with students with exceptionalities. You don't have to know the content to take a test. If you know testing strategies you can utilize the strategies to do much better on a test without full comprehension of the content.

I am requesting the WVDE to reconsider the modification of this policy and glean a working knowledge and wisdom from those on the front lines for educating our children. I look forward to your response.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 3:58 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 15:58:15)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Wallace Allen
Organization:
Title:
City/State: Bunker Hill, WV
Role: Parent-Family
Posted: 2014-09-15 15:58:15
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

I am the grandfather of two autistic children and I am very concerned that passing this policy will be detrimental to the education and success of my grandchildren! Autism is very complex and unique and only a teacher who has had specific autism training can effectively work with these children. Please do not compromise my grandchildren's education and future by passing this policy!

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 3:56 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 15:56:27)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Darlene M. Allen
Organization:
Title:
City/State: Bunker Hill, WV
Role: Parent-Family
Posted: 2014-09-15 15:56:27
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

I am the grandmother of two autistic children and I am very concerned that passing this policy will be detrimental to the education and success of my grandchildren!Autism is very complex and unique and only a teacher who has had specific autism training can effectively work with these children. Please do not compromise my grandchildren's education and future by passing this policy!

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 3:54 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 15:54:25)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Julia Barney
Organization:
Title: teacher and parent
City/State: inwood, WV
Role: Parent-Family
Posted: 2014-09-15 15:54:25
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

Teachers of students on the spectrum must be trained effectively for this task via classwork and experience. A test will not sufficiently demonstrate their skills. Autism is a complex disorder and at its root it is a communication disorder. Placing educators without the necessary college coursework and experience in classrooms with students who struggle to communicate would increase stress for both educators and students. As a public school teacher AND the parent of 2 children on the spectrum, this is a terrible idea that would only cause a greater degree of difficulty for both teacher and students.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 3:54 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 15:54:08)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Christina Smith
Organization: The Arc of the Mid Ohio Valley
Title: Executive Director
City/State: Parkersburg, WV
Role: Professional Support
Posted: 2014-09-15 15:54:08
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

Proposed changes to this policy will seemingly result in teachers being able to simply take a test that will grant them a special education specialization in Autism. This step will lead to further disintegration of an already broken special education system, as the ability to effectively teach concepts and skills to students with disabilities has already been compromised with previous changes to the multi-categorical model. Previous reductions in the college-level requirements regarding effective specialized teaching methods and strategies for targeted special education categories (i.e. Autism, Behavior Disorders, Learning Disabilities, Significant Disabilities, etc.) have resulted in less than positive results to date. Previously, teachers were required to take specialized courses relating to Autism prior to being certified, rather than taking a test without coursework. rnrnThis proposal looks like it will allow the Multi-Categorical test to qualify a teacher to receive

and Autism certification, when the test has excluded autism in the past. rnrnBoth, as a parent of a child with a developmental disability, and as the Executive Director of an advocacy agency that serves families, I strongly oppose this change since teachers could be certified in the Autism category without having taken any specific training in the area of autism. I emphatically do not believe proposed changes that weaken the training requirements for special education specializations should be supported or implemented.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 3:50 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 15:49:31)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Catherine J. Michael
Organization:
Title:
City/State: Berkeley Springs, WV
Role: Parent-Family
Posted: 2014-09-15 15:49:31
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

As a teacher, parent and Aunt of two autistic children, I am fully persuaded and confident that every and anyone who teaches autistic children MUST be trained in SPECIALIZED and appropriate classes to be capable and competent! rnThe personal experiences and interactions I have had with my nephew and niece make it apparent that autism is very complex and only a specially trained teacher can truly be effective and help these precious children and manage their unique cases.rnPlease support these children and their families by NOT passing this policy!rnThank you!

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 3:44 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 15:43:43)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Barbara Ludlow
Organization: West Virginia University
Title: Professor
City/State: Morgantown, WV
Role: Higher Education Faculty
Posted: 2014-09-15 15:43:43
Posted from IP:

Comments for section 126-136-10 Licenses for Professional Educators

I am writing to express concern about a recent change in the policy that now allows individuals who hold professional certification in one area to add another endorsement simply by passing a Praxis ContentTest in the second area. I was directed by staff of the West Virginia Department of Education to express my concern using this forum. As a special educator who has worked in this discipline for many years and as someone who prepares special education teachers, I am very worried about the impact this change could have on quality education for exceptional students in West Virginia. I doubt that someone with certification in preschool education could do a good job teaching high school physics by simply passing a content test in physics. Such a person might know physics content but would not know the most effective ways to teach physics or strategies to motivate and support understanding by high school students. Content is knowledge can often be acquired by memorization and !

there are Praxis-preparation courses that help people memorize information for the purpose of passing an exam with no real concern for teaching content. But I will leave the arguments for or against a content test in general education to my colleagues from those units. Special education is a discipline that is skill-based more than it is knowledge-based - it is about knowing not just specialized strategies but also how to individualized and adapt those strategies in specific contexts - something that is difficult to learn without experience and to demonstrate on a computerized exam. Can an art teacher who cannot find a job be fully qualified to teach and successful in achieving learning outcomes for a student with severe/multiple disabilities simply by getting the right answers on a test? Can a PE teacher be ready to teach Braille and orientation/mobility skills to a student who is blind or an elementary teacher be well-equipped to teach a student with autism who needs c!

ommunication and social skills training after earning a score !
on a tes

t? I find it hard ti believe that such teachers would know all they would need to be successful working with these students. I do not know how studying for and passing a content test can prepare someone in any way for the real challenges they will face in a special education program or be any real substitute for guided practice with hands-on and supervised experiences with real children with disabilities. If we accept the logic that any certified teacher may add

another endorsement with just a Praxis test score, then why are special educators specifically exempt from that? The policy states that special educators must still complete a full elementary program to add an elementary endorsement - they cannot avail themselves of the Praxis content test route. Surely, it is just as easy (if not much more easy) for a well-prepared special educator to become an elementary education teacher by passing a Praxis test in elementary education content as it is for an elementary teacher!

For a special educator to be qualified to teach students with behavior disorders by passing a special education content test that includes minimal focus on behavior management. This suggests the appropriate use of Praxis content test to waive requirements for additional endorsement has not been well thought out. At the very least, any decision to allow Praxis tests to substitute for training should be made only after considering what Praxis content tests do and do not measure and what knowledge and skills are required to be successful in the classroom.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 2:58 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 14:58:19)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Christina Yauch
Organization:
Title:
City/State: Charleston, WV
Role: Parent-Family
Posted: 2014-09-15 14:58:19
Posted from IP:

Comments for section 126-136-10 Licenses for Professional Educators

The definition of "highly qualified teacher" states, "...(a highly qualified teacher) has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches." (NASET website). I hardly think it would be acceptable for someone to come out of high school, pass a test, and be certified to teach our children. Parents and communities would be enraged if this was the way we hired teachers. My question is, why is it acceptable for someone who wants to "specialize" in autism, special education, etc. to simply pass an exam to become certified. In order to teach ANY child takes years of training and practice. Children with special needs need higher levels of specialized training that involve a multitude of teaching skills and thinking outside the box so they are able learn and thrive alongside their peers. It is COMPLETELY unacceptable to simply pass an exam to obtain a license to teach special education or any subject. Children with special needs deserve the same access to "highly qualified teachers" and free and appropriate education as ALL WV students. Therefore, these new guidelines MUST be amended to include appropriate training for anyone who teaches children with any type of special need. I hope you will seriously consider the repercussions of passing these amendments as they currently stand. Remember, ALL children will one day grow up and out of the school system. Do we want them to be educated, employable, and self sufficient, or do we want them supported by the government because they have no marketable skills? Thank you for your serious consideration on this matter. rnRegards,rnChristina Yauch

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 2:44 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 14:44:07)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Wendy Radcliff
Organization: Mountaineer Autism Project
Title: Coordinator
City/State: Charleston, WV
Role: Parent-Family
Posted: 2014-09-15 14:44:07
Posted from IP:

Comments for section 126-136-4 Definitions

No comments for this section

Comments for section 126-136-10 Licenses for Professional Educators

Teachers in special education should be required to have experience in working with children with autism and autism programs before being certified to teach in an autism classroom. All special education teachers do not have experience or understanding of autism and teaching methods for children with autism. It is imperative that students with autism are taught using an evidence based approach to learning that includes discreet trial training and advanced behavioral analysis based instruction.

Comments for section Appendix A Programmatic Level Specializations Recognized on the Professional License

Teachers of students with autism must also have training in autism education programs and practices. Passing an exam and having a degree in teaching is not enough experience to effectively teach children with autism and autism related learning disabilities.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 12:51 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 12:50:34)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Ashlie Ellis
Organization: Cabell County Board of Education
Title: Title 1 Reading Specialist
City/State: Huntington, WV
Role: Teacher
Posted: 2014-09-15 12:50:34
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

According to NCLB, a Reading Specialist does NOT have to have a certification in elementary education or multi-subjects in order to be considered highly qualified. With that said, I do not think that WVBE should require it.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 12:50 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 12:50:22)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Darby Randan
Organization: Spring Hill Elementary
Title: Title I Reading Teacher
City/State: Huntington, WV
Role: Teacher
Posted: 2014-09-15 12:50:22
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

I disagree with the definition of highly qualified located in section 8.2.b.2. When I received my certification in Reading Education, I was instructed that it was for persons in early childhood through adulthood. Therefore, I should not be required to hold an elementary degree in order to teach reading instruction to elementary students.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 10:28 AM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 10:27:41)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Steve Wiseman
Organization: WV Developmental Disabilities Council
Title: Executive Director
City/State: Charleston, WV
Role: Community Member
Posted: 2014-09-15 10:27:41
Posted from IP:

Comments for section Appendix A Programmatic Level Specializations Recognized on the Professional License

Policy 5202
Comments
September 15, 2014
The WV Developmental Disabilities Council submits the following comments on Policy 5202 that affect the certification process for teachers of students with autism. It appears to us that teachers will now be allowed to take a test to receive a special education specialization in Autism. Previously, teachers were required to take courses (Introduction to Autism and Autism Strategies) prior to being certified rather than taking a test without coursework. It looks as if it is proposed to allow the Multi-Categorical test to now qualify a teacher to receive certification in the Autism category. The Multi-Categorical area, which allows a test, has excluded autism in the past. If this is what is being proposed, the Council strongly opposes this change since teachers could be certified in the Autism category without having taken any specific training in the area of autism. Such a change would mean that Autism Mentors would then be more qualified than teachers, since legislation requires Mentors to take 30 hours of coursework, spend two years working with students with autism under the direction of an Autism Certified Teacher, and take a test. Surely such teachers should be better qualified than the Mentor? The Council understands that the federal government has placed WV in the category of "Needs Assistance" due to its low performance scores in special education (reportedly the second lowest in the nation). Any proposed changes that weaken the training requirements for any special education specializations are not supported by the Council.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Monday, September 15, 2014 2:28 AM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-15 02:27:42)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Glenda Jo Pennington
Organization: Ohio Valley University
Title: Dean, College of Education
City/State: Vienna, WV
Role: Higher Education Faculty
Posted: 2014-09-15 02:27:42
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

The boxes for comments do not match the policy numbers and I hope that I am placing my comments where they should go. rnComment on Policy 5202 proposed Section 21.1.b: I am greatly concerned about this proposal, one application of which would be to allow educators to add a special education endorsement, including autism spectrum disorders, to a current certificate by passing a required test and applying to WVDE. The needs of these students require specialized knowledge and experience. Placing our most vulnerable students with teachers who are not highly qualified through coursework and experience is an unsettling notion. We in teacher preparation in West Virginia know what our students know and can do but we know, also, what happens in West Virginia's schools. We know that there are low levels of collaborative practices between general and special educators in many schools. Most schools depend heavily on the knowledge bases of special educators. Without coursework, teachers are unlikely to build solid knowledge bases for work with students with special needs. It simply does not make sense to lower expectations for special educators by allowing the addition of special education endorsements by taking the test. Standardized tests are just too limited as measures of what the teacher will do in the classroom. I hope that the WVBE will continue to require coursework and high standards for special education endorsements.

Comments for section 126-136-10 Licenses for Professional Educators

Comment on Policy 5202 proposed Section 11.4.a.1: Criterion 4 allows entry to an administrative certificate program with three years of management experience. This is unwise and counterproductive. It is time to change this policy for WV school principals and district administrators. Our school administrators need to be instructional leaders. A significant and growing body of empirical research points out that school principals tend to lack knowledge and experience in areas of education outside their own certification areas, especially in 21st Century teaching and learning. One area where these gaps are clearest is in administration of special education in the buildings. This problem needs solution. One step in the right direction is to require that all school and district administrators have training, credentials, and teaching experience in P-12 education.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Sunday, September 14, 2014 10:16 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-14 22:15:31)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Christopher S Barney
Organization:
Title: Parent/Child Advocate
City/State: Inwood, WV
Role: Parent-Family
Posted: 2014-09-14 22:15:31
Posted from IP:

Comments for section Appendix C Required Tests and Industry Credentials Required for Issuance of WV Career and Technical Education (CTE) Teaching Credentials

I am writing to voice my opposition as a parent and as a child advocate against the pending policy change. My greatest opposition is to the following subsections of the policy.
10.1.b.3. The state of West Virginia is basing their criteria for teachers in addressing students with exceptionalities based on the "assumption" that they, the teacher, have received the training they need prior to employment. I speak on the half of hundreds and perhaps thousands of parents who have students that are educated within the state of West Virginia that will tell you that not every teacher has the skill set to be successful in the classroom. Students with exceptionalities require someone who not only has the ability to teach and instruct in a common core setting, but they require someone who understands the nuances of autism, and others special needs for our students, for the express purpose of establishing a conducive education environment for students to achieve their peak performance.
With all due respect, the subsection clearly illustrates the problem with hierarchy leadership making proposals for grassroots action in local education. It is void of common sense, lacks vision, and clearly illustrates a lack of fundamental understanding for what is needed in our local schools.
10.1.b.3. The substitution of the NES Content Test in Special Education in lieu of the Praxis II Education of Exceptional Students: Core Content Knowledge based once again on the "assumption" the content was included in the in NES testing is so beneath the quality of education the state of West Virginia can provide to students and the professional standards that they can set for the teachers who take on the hard and noble assignment of teaching students with exceptionalities. It is no wonder why our state lacks the rest of the nation in the quality of our education. There are many things we need in the state temperature of the education system not just for students with exceptionalities, but for all students. However, this response is not in dealing with the difficulties that we have in our state education system it is responding to a policy change that is incredibly in the worst interest possible to our students and their teachers. Teachers must receive the training that they need to be successful in the classroom whether mainstream or exceptionalities. Teachers must be given the time

to work on the nuances and strategies necessary to be successful with their students. The teachers are your human capital for this endeavor that we call public education. Students need to have teachers who are not only fully equipped educationally, well vetted, but have received the specialized training that is required to help draw out the very best in students with exceptionalities. The success of our students must not be left up to "assumption". The students of West Virginia must achieve success in partnership with their hard work the hard work and understanding of their teachers, and the family support that

they receive at home. In closing, as I looked over this policy and study existing caselaw, I see a very slippery slope coming for the state. Surely you must realize that by allowing mainstream teachers to simply pass a test and allow them to teach students with exceptionalities on the basis of simply passing a test is asinine at best. How can we in good conscience cheer on our students to achieve greater success in order to reach their full potential and then in the same breath telling our teachers that just passing a test is good enough? Is this not what we do to our students every year? We tell them we want them to do well but at the end of the day the only thing that matters is passing their state test. As long as they get high marks. As long as they do their very best on the test that's all that matters. What are we teaching our kids? If we want higher standards out of our kids I believe in the Maxwell's Leadership principle of the "Law of the Lid". Plain!

and simple the level of your leader dictates the highest level!

I of the

se they lead.. Your teachers have to be expected to be working toward a mastery level when dealing with students with exceptionalities. You don't have to know the content to take a test. If you know testing strategies you can utilize the strategies to do much better on a test without full comprehension of the content. I am requesting the WVDE to reconsider the modification of this policy and glean a working knowledge and wisdom from those on the front lines for educating our children. I look forward to your response.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Sunday, September 14, 2014 7:42 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-14 19:41:33)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Allison Bungard
Organization:
Title: Parent of Child Enrolled in Special Education Classroom for Children with Mental Impairments
City/State: Elkview, WV
Role: Parent-Family
Posted: 2014-09-14 19:41:33
Posted from IP:

Comments for section Appendix A Programmatic Level Specializations Recognized on the Professional License

The manner in which the proposed changes at http://wvde.state.wv.us/certification/forms/documents/AdditionalEndorsementbasedonPraxis_Information.pdf are written suggests that teachers can become certified in special education by taking a test without any requirements for additional coursework. Although West Virginia has a shortage of teachers certified in special education, we do not correct the problems in our special education programs by eliminating the need for coursework and by reducing the requirements for certification in special education. Families of children with mental impairments must trust the school system in the same manner as persons who skydive must trust their in-tandem instructors. Your life depends upon the in-tandem instructor packing the parachute correctly and pulling the cord to release the parachute at the correct time. Parents of a child with both physical and intellectual disabilities place the lives of their children in the hands of people who are initially complete strangers to their children and their families. These complete strangers must educate the children using teaching strategies that are "outside of box" relative to a normal curriculum. These teaching strategies are the product of in-depth research. These teaching strategies are not the product of merely studying for and passing a test. In addition, when a child has both physical and intellectual disabilities, these complete strangers must understand how to provide for a child's daily needs while protecting the child's well-being, security, and dignity. Parents of children who are primarily nonverbal depend upon these people who are initially complete strangers to advise them about what went well and what did not go so well during the child's school day because the events of the day may affect the child's overall well-being and medical needs. In whose care would you rather place your life -- the skydiving instructor who merely took a written test on how to pack the parachute or the skydiving instructor who also took coursework on how to pack the parachute? It goes without saying that most of us would prefer to put our lives in the hands of someone who has taken coursework where they learned how to pack the parachute and how to pull the cord to release the parachute at the proper time. I dare say that parents would prefer for their children with

special needs, whose lives are placed in the hands of the school system each day, to have a teacher who was actually trained in teaching children with physical and intellectual disabilities rather than a teacher who only passed a written test about how to teach children with physical and intellectual disabilities. I dare say that parents would prefer to place the life of their non-verbal children in the hands of a teacher whose coursework covers the importance of communication with parents because that is all of the communication that parents of non-verbal children may receive about the school day.

To address the shortage of teachers certified in special education, we need to create incentives for teachers to obtain special education certifications and to remain in special education classrooms. In many counties, teachers have no incentive to teach a class of children with intellectual disabilities and physical disabilities. The teaching strategies in the special education setting usually require thinking outside of the box. Many special education classrooms lack the support of a sufficient number of aides to meet the needs of all of the children. A teacher can make the same amount of money by teaching a general education class that does not require the level of work required in the special education setting. Thus, without financial incentives and necessary support, many teachers decide to return to the general education setting after only a couple of years in the special education setting.

Please do not reduce the standards for teachers to earn a special education certification. Prior to receiving special education certifications, teachers should

be required to complete coursework relating to specific areas in special education, including but not limited to, autism, emotional behaviors/disorders (excluding autism), mentally impairments (mild/moderate), severe disabilities, multi-categorical special education, and specific learning disabilities.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Sunday, September 14, 2014 3:54 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-14 15:53:46)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Tonya LaFaber
Organization:
Title: Autism Teacher
City/State: Martinsburg, WV
Role: Teacher
Posted: 2014-09-14 15:53:46
Posted from IP:

Comments for section 126-136-10 Licenses for Professional Educators

Tests required for a new specialization on a professional certificate: I am highly concerned by the fact that a teacher who currently holds a valid teaching license needs to ONLY take the Praxis for Multi-Categorical Special Education with NO field experience in Autism required to receive an endorsement to teach Autism. As a teacher of students with Autism Spectrum Disorders, I can honestly say there is no field experience other than one in a classroom with students that have this diagnosis, that will begin to truly allow other teachers to comprehend what it is like to work in this field. As we, Autism teachers and parents, say, "When you have met one individual with Autism, you have met one individual with Autism," the same goes for the Autism classroom - none are the same and they are truly individualized to the students within the classroom. It is vital that educators who wish to have an endorsement in Autism have field experience in this setting, prior to receiving it.

A praxis test, alone, is an insufficient measure to evaluate an educator's ability to teach students on the Autism Spectrum; however, combined with field experience the teacher will have some hands-on experience to be better equipped for the classroom that serves students on the spectrum. The students in these classrooms and on case loads range in ability from a severe functioning ability all the way up to high-functioning, if not brilliant.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Sunday, September 14, 2014 1:28 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-14 13:27:59)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Jennifer Holipski
Organization: Harrison County Schools
Title: Teacher
City/State: Clarksburg, WV
Role: Teacher
Posted: 2014-09-14 13:27:59
Posted from IP:

Comments for section 126-136-4 Definitions

No Comment

Comments for section 126-136-6 Legal Basis for Licensure

No Comment

Comments for section 126-136-8 Highly Qualified Teacher

No Comment

Comments for section 126-136-10 Licenses for Professional Educators

Please see comments under Appendix A

Comments for section 126-136-11 Permits Issued to Professional Educators

No Comment

Comments for section Appendix A Programmatic Level Specializations Recognized on the Professional License

I am writing to ask that you please stop changes to policy 5202. I am a special educator who currently holds two masters degrees and an endorsement in autism. I like many of my fellow educators completed the additional coursework and took and passed the necessary tests to receive these degrees. There is a reason that additional coursework is required for additional endorsements, and that is to allow for building background knowledge through coursework, tests and

assignments and demonstrating how to apply that knowledge through practicum experience. Just because a teacher has X amount of years of teaching experience and can pass a test, doesn't necessarily mean that teacher is highly qualified to implement teaching strategies and methods to meet that students individualized learning needs. In my opinion by allowing teachers to take the praxis to obtain an additional endorsement does not produce a highly qualified teacher, it provides wording next to a teachers name that!

says they are highly qualified. To those of us who took time away from our families, put forth the effort to complete additional coursework, and are thousands of dollars in debt with student loans allowing policy 5202 to happen is demeaning to us. I ask you how is taking the praxis to receive an additional endorsement any different than going to an express care service with a headache and having the physician on staff say to you that you have a brain tumor, but don't worry I took the test to be a brain surgeon, got the minimum passing score of 159, and I am highly qualified to remove that tumor, step into the next room, and I will operate. I ask that you please take my comments into consideration.
Respectfully Submitted, Jennifer Holipski Special Education Teacher

Comments for section Appendix C Required Tests and Industry Credentials Required for Issuance of WV Career and Technical Education (CTE) Teaching Credentials

No Comment

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Sunday, September 14, 2014 11:29 AM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-14 11:28:38)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Holly DeVito
Organization: Marion County
Title: special education teacher
City/State: Fairmont, WV
Role: Teacher
Posted: 2014-09-14 11:28:38
Posted from IP:

Comments for section 126-136-10 Licenses for Professional Educators

I find it disconcerting that teachers can pay for a autism certification by passing the bare minimum score on the Core Content, Mild to Moderate Praxis II test. In helping others study for that particular test, the focus is NOT on autism with only a few questions addressing a scenario where autism would be part of the answer. I have taught students who were on the spectrum for several years, but a qualified, trained teacher with true autism certification worked with me closely. Paying a set fee and passing a test which focus is not autism (again with the lowest passing score required) does not make ANY teacher qualified to address the needs of those students. I have found in my 30 years of teaching experience that parents of children with autism KNOW the law and the rights of their children. I believe this policy is opening the door for lawsuits across the state as the parents will most definitely be more informed that the 'so called' certified professional.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Saturday, September 13, 2014 11:42 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-13 23:41:31)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Mary Ellen Knotts
Organization:
Title: Grandparent
City/State: Spelter, WV
Role: Parent-Family
Posted: 2014-09-13 23:41:31
Posted from IP:

Comments for section 126-136-10 Licenses for Professional Educators

I am a proud and concerned grandparent of a precious 9 year old boy who is both physically and developmentally disabled. I am extremely skeptical of Policy 5202. I want my grandson to be afforded the best education possible with his autistic needs in mind. I feel that a teacher must take a variety of professional classes on autism to be properly prepared to devise a different manner in which to teach or reach my grandson through knowledge gained outside of my grandson's classroom. I do not agree with Policy 5202 where a teacher would only need to pass a test to be qualified to teach a student with autism. I would assume that a vital section of my grandson's IEP would be to have a qualified teacher who would understand how to properly teach and to intellectually reach my grandson to afford him an education to the best of his ability with autism. I thank you for the opportunity to make my comment. I respectfully ask your office to explain to me why the possibility of Policy 5202 is to be enacted.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Saturday, September 13, 2014 9:40 AM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-13 09:39:31)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Morgan Williams
Organization: Teacher
Title:
City/State: Fairmont, WV
Role: Teacher
Posted: 2014-09-13 09:39:31
Posted from IP:

Comments for section Appendix C Required Tests and Industry Credentials Required for Issuance of WV Career and Technical Education (CTE) Teaching Credentials

I have a Masters in ASD and still don't feel like I know everything about working with arid beds with Autism. This isn't something people learn from a test-it requires working with those individuals and learning from those more experienced. Not everyone can teach and not everyone can teach students on the spectrum. It requires a special person for these special individuals. It is insulting to assume anything else.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Friday, September 12, 2014 10:29 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-12 22:28:53)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Wendy S Dillon
Organization: Fairview Middle School
Title: teacher, certified special educator multi catK-AD
City/State: Fairview, WV
Role: Parent-Family
Posted: 2014-09-12 22:28:53
Posted from IP:

Comments for section 126-136-4 Definitions

As a parent of a child with autism, an educator, and a certified special educator (multi cat K-Ad), I resent this proposal. I invested too much time, money, effort in getting an appropriate education for the same degree that consideration of this policy would be giving away. My child, all children with autism deserve better.

Comments for section 126-136-8 Highly Qualified Teacher

Highly qualified should mean exactly that. You've gone through the required coursework.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Friday, September 12, 2014 8:07 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-12 20:06:57)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Carol Giles
Organization:
Title:
City/State: Bridgeport, WV
Role: Parent-Family
Posted: 2014-09-12 20:06:57
Posted from IP:

Comments for section 126-136-4 Definitions

Most teacher specializations whether science, English, visual impairment, or hearing disabilities require some type of training related to the classes or impairment. In Policy 5202, Autism teachers are not required to have any training specific to Autism. Other learning disabilities require specific training. Why shouldn't autism teachers be required to have a minimum amount of training on autism? Doesn't this practice adversely discriminate against autism students vs. other disabilities?

Comments for section 126-136-8 Highly Qualified Teacher

It appears that anyone with a valid teaching license can take the Praxis for Multi Category and if they pass, will be qualified to teach Autistic students. This involves managing, teaching, working with therapists and parental team to case manage each student. How can a teacher without Autism training implement the Guidelines for Best Practices for Autism Spectrum Disorders: Services in WV School produced by the WVDE in July 2011? Is there an intent to provide additional training related to Autism after a teacher is in place? If a teacher fails to appropriately and adequately teach and deal with Autistic students, what is the mechanism to remove the teacher from the assigned classroom? Isn't it possible that a teacher without adequate training could leave the WVDE open to potential lawsuits in addition to the additional costs relating to inadequate teaching?

Comments for section 126-136-10 Licenses for Professional Educators

It appears that anyone with a valid teaching license can take the Praxis for Multi Category and if they pass, will be qualified to teach Autistic students. This involves managing, teaching, working with therapists and parental team to case manage each student. How can a teacher without Autism training implement the Guidelines for Best Practices for Autism Spectrum Disorders: Services in WV School produced by the WVDE in July 2011? Is there an intent to provide additional training related to Autism after a teacher is in place? If a teacher fails to appropriately and adequately teach

and deal with Autistic students, what is the mechanism to remove the teacher from the assigned classroom? Isn't it possible that a teacher without adequate training could leave the WVDE open to potential lawsuits in addition to the additional costs relating to inadequate teaching?

Comments for section Appendix A Programmatic Level Specializations Recognized on the Professional License

It appears that anyone with a valid teaching license can take the Praxis for Multi Category and if they pass, will be qualified to teach Autistic students. This involves managing, teaching, working with therapists and parental team to case manage each student. How can a teacher without Autism training implement the Guidelines for Best Practices for Autism Spectrum Disorders: Services in WV School produced by the WVDE in July 2011? Is there an intent to provide additional training related to Autism after a teacher is in place? If a teacher fails to appropriately and adequately teach and deal with Autistic students, what is the mechanism to remove the teacher from the assigned classroom? Isn't it possible that a teacher without adequate training could leave the WVDE open to potential complaints and lawsuits in addition to the additional ancillary and more far reaching costs relating to inadequate teaching?

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Friday, September 12, 2014 2:10 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-12 14:09:50)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Allyson Schoenlein
Organization: Cabell County Schools
Title: Federal Programs Director
City/State: Huntington, WV, 25702
Role: School System Staff
Posted: 2014-09-12 14:09:50
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

8.2.b.2 incorrectly stipulates that NCLB requires elementary certification for a Title I Reading Specialist to be highly qualified. This sentence should be extracted.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Friday, September 12, 2014 10:43 AM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-12 10:42:58)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Stacie Morgan
Organization:
Title:
City/State: Fairmont, West Virginia
Role: Parent-Family
Posted: 2014-09-12 10:42:58
Posted from IP:

Comments for section 126-136-11 Permits Issued to Professional Educators

I don't want anyone who is not trained in autism pretending to know that they are doing with my child when they haven't had training. It upsets me to think that this is even possible. I as a parent have even went to trainings so that I would understand autism better. If you haven't been trained there is no way that you would even remotely know what was best for my child. The understanding of why they behave the way she does would be nonexistent. The problems that autistic children have can be very severe and life altering if not dealt with properly.

Brad Fittro

From: Heather Rider <hlmpt4@gmail.com>
Sent: Friday, September 12, 2014 8:43 AM
To: Brad Fittro
Subject: regarding WV Education Policy 5202

This policy is a mistake. I am speaking as both a parent of a nine-year-old boy with autism and as a pediatric physical therapist with 19 years experience with autism. Children with autism are so very different to educate than neurotypical children. Without years of training and experience, it is not possible to effectively teach or case manage a child with this disorder. My son's experience in 2nd grade may be held as an example. His classroom teacher was untrained and uninterested in learning about autism. His special education teacher was not certified in special education, nor did she have the proper understanding or training in basic techniques to adapt material or modify the curriculum. She was not able to communicate with my son in a manner to teach him. This situation led to severe behaviors both at school and at home in a boy who is gentle and kind by nature.

The distinction between last year's experience and this year's, as we now have teachers who are both experienced and trained in teaching students with autism, is remarkable. My son is calm and happy since he no longer lives with the incredible stress of not being understood or respected for the abilities he has. He is learning, when last year he did not learn much. He is behaving and following directions. The special education teacher is able to modify the teaching materials into visual and tactile materials that my son is able to understand. She also respects him and understands how he communicates, which is vastly different from his peers.

Passing of WV Education Policy 5202 is a mistake. There are so many students with autism entering the WV public school system. Our teachers and staff are already woefully unprepared for the influx of a higher percentage of those students with autism. Taking away the requirement for training in autism education practices will place many disabled students in the hands of educators who are not prepared to do the kind of work these children need to be safe, secure, and successful in public school. I cannot emphasize how important it has been for my son to have experienced teachers who can modify his materials and communicate with him effectively. The efforts and funding would be better placed in teacher training and retention incentives, so the teachers we have can be trained and informed.

I would be happy to speak with anyone who has further questions. I can be reached at the following:

cell 304-476-1015
email: HLMP4@gmail.com
mail: 3 Mayberry Drive, Fairmont, WV 26554

Please consider the actual learning needs this population requires before passing this legislature!

Sincerely,

Heather M Rider, PT, PCS, C/NDT
physical therapist
Pediatric Certified Specialist in Physical Therapy
Certified/Neurodevelopmental Treatment

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Thursday, September 11, 2014 8:32 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-11 20:31:46)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: constance pirner
Organization: Marion County Schools
Title: Teacher
City/State: Barrackville, WV
Role: Teacher
Posted: 2014-09-11 20:31:46
Posted from IP:

Comments for section 126-136-10 Licenses for Professional Educators

This concerns the multi-catagorical Praxis exam which would allow certified teachers to obtain certification via passage of exam. Most of our students are mainstreamed with support as it is. The educational needs of a child with autism are not unlike the needs of other children and the delivery of services is different for each child based on his or her particular characteristics. I support this move. I was certified in mild and moderate as well as severe and multiple disabilities and taught in special education for twenty-six years.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Thursday, September 11, 2014 1:52 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-11 13:51:38)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Jeremy Cook
Organization:
Title: Parent
City/State: Augusta, WV
Role: Parent-Family
Posted: 2014-09-11 13:51:38
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

I am not exactly sure where I should be commenting at on this form. This seems like the best place to do so. I have children with autism. My children were under supervision for what has been previously stated as a highly qualified teacher. Even with the requirements previously to have that title, I was appalled at how unqualified most of them in our region are. My children were supposed to be taught by these so called professionals, only for me to find out that wasn't the case. I was forced to remove them from the special education classroom while in elementary school because of lack of knowledge from the teacher that was supposedly "autism certified". This supposed professional couldn't even properly modify a curriculum and that was just the beginning. When they went to middle school it got even worse for them and us as parents. We were constantly getting calls about behaviors that weren't typical for my children. When all was said and done, we found out that our children were being restrained, and no one at that school could even right a proper behavior plan. We were also told at their IEP meeting that absolutely no modifications had been made all year for them and that they hadn't been made to do any work for the whole school year. The staff administration for the school was present as well as the special education director at that time. They seemed to be fine with that. In closing I removed my children from the public schools because of highly trained teachers staff and professionals not being properly trained and their lack of all around care for children with disabilities in the school system. Now my question for the powers to be over 5202, how can you endorse such a awful idea as this, when the "trained educators" you have can't even handle or do the job properly? I sincerely ask that this policy not be passed because it will be the demise if our schools as we know them and will break parental and teacher bonds. I do however propose that you take a look at what is all ready being called Highly Qualified and make have proper monitoring of them in place to weed out the one that don't really care or do their jobs correctly. Thank you for your time and attention to this matter. Also if you have any questions to this matter feel free to contact me at 304-261-9429. Sincerely, Jeremy Cook

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Wednesday, September 03, 2014 2:22 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-09-03 14:22:16)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Jennifer McFarland-Whisman
Organization: Marshall University
Title: Assistant Professor
City/State: Ona, WV
Role: Higher Education Faculty
Posted: 2014-09-03 14:22:16
Posted from IP:

Comments for section Appendix A Programmatic Level Specializations Recognized on the Professional License

I am submitting comments on policy 5202, Appendix B. According to Appendix B teachers would be allowed to add autism to their certificate with a Praxis II exam only. As such, teachers would no longer need to take essential coursework specific to teaching students with autism spectrum disorders (ASD). Increasing at a rate of 6 to 15% percent per year, ASD is the fastest growing disability with approximately 1 person in 68 affected (www.cdc.gov). School systems are facing more children with ASD who have complex medical, cognitive, social, sensory and behavioral needs which may challenge teachers and school districts. From 1995 to 2010 the percentage of students with autism served under IDEA increased tenfold, from 0.5% to 5.8% (nces.ed.gov/). Because more children with ASD are in classrooms, it is increasingly important for teachers to be well prepared in evidence-based practices used to teach these children. Many of the evidence-based practices used to teach children

with ASD include strategies taken from the field of applied behavior analysis, including but not limited to discrete trial teaching; naturalistic teaching; verbal behavior strategies; picture exchange communication system; social skills training and social narratives; and task analysis, chaining, reinforcement and prompting procedures. In addition, a common feature of applied behavior analysis is the use of direct observation data collected in real time to monitor student progress. Teachers of students with ASD need to be appropriately trained in developing and using valid data collection procedures to accurately evaluate student progress. Some children with ASD may also present with challenging behavior which means teachers need the capacity to understand the functional relationship between variables in the classroom and behavioral issues, and be able to develop appropriate behavior support plans. Many of these topics are beyond what would normally be covered in training.

In addition, special education coursework, thus, I am urging you to reconsider this portion of policy 5202, Appendix B.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Thursday, August 28, 2014 8:57 AM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-08-28 08:57:12)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Susan Grady
Organization: Mineral County Schools
Title: Director of Personnel
City/State: Keyser, WV
Role: School System Staff
Posted: 2014-08-28 08:57:12
Posted from IP:

Comments for section 126-136-8 Highly Qualified Teacher

This was definitely a needed update.

Comments for section 126-136-10 Licenses for Professional Educators

The removal of the requirement regarding a technology-related renewal course will allow the professional educator and the counties (if needed for improving professional practice) more freedom for the educator to pursue coursework to meet individual and professional goals.

Comments for section Appendix A Programmatic Level Specializations Recognized on the Professional License

With the emphasis on career and technical education the grade level change was important and needed.

Comments for section Appendix C Required Tests and Industry Credentials Required for Issuance of WV Career and Technical Education (CTE) Teaching Credentials

As a Human Resource Director, the CTE requirements are the most difficult to understand. Any table which makes the requirements clearer and more "user friendly" is welcomed.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Friday, August 22, 2014 8:24 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-08-22 20:24:24)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Ruby Losh
Organization:
Title: Mother of deaf children
City/State: Rivesville, WV
Role: Parent-Family
Posted: 2014-08-22 20:24:24
Posted from IP:

Comments for section 126-136-11 Permits Issued to Professional Educators

Hearing impaired teachers must know sign language before grant a permit toBe able communicate with deaf students.
My experience at Marion county was appalled because my kids previous two HI teachers were able to communicate
with my children direct by using sign language and must know deaf culture. MyrnKids' now HI teacher don't know signs
or any deaf education background. AllrnHI must be certified and not get permit license.

Brad Fittro

From: Nobody <nobody@kryten.wvnet.edu>
Sent: Thursday, August 21, 2014 7:10 PM
To: Brad Fittro
Subject: Comment Received for Policy 5202 (2014-08-21 19:09:30)

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
The Complete Comments Report from the database can be found here:
<http://wvde.state.wv.us/r.html?id=fdae2fb5151442ebc7059cdcefd146a5>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5202

#####

Name: Antonia
Organization:
Title: Interpreter
City/State: Charleston , Wv
Role: Professional Support
Posted: 2014-08-21 19:09:30
Posted from IP:

Comments for section 126-136-11 Permits Issued to Professional Educators

I do not believe that specialized teaching areas should allow a permit. Certified acceptance only.