

Policy 5901: Alternative Certification Programs for the Education of Teachers
Comment Log
July 10, 2015 – August 10, 2015

Action Type
N: No Response - Negative
NA: Not Accepted + Positive
A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
		126-161-1. General.		
08-01	Helen Gist Teacher Kanawha Co schools Dunbar WV	I feel that individuals that have an elementary education degree but have not successfully completed or are having trouble passing the praxis 2 tests should be given consideration for the alternative programs for educators. Those who have successfully passed the praxis 1 tests or have a masters degree in education as noted in policy 5202 should only be required to pass the content test for which they are specializing such as Special Education.	N/o	Content of the comment is in reference to West Virginia State Code §18A-3-1f which indicates that to be eligible for an alternative program teacher certificate, a person shall pass the same basic skills and subject matter test or tests required by the State Board for traditional program candidates to become certified in the area for which he or she is seeking licensure as part of the requirements.
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.

08-07	Kelsey Teacher Wayne County Schools Dunlow WV	I believe that this policy should be written in a more simpler understandable fashion. It is very difficult for the reader to fully understand the policy at hand due to the length and language that is used throughout.	N/-	Content of the comment speaks to the overall difficulty and length of the language, but does not suggest specific changes to the policy.
08-07	Roberta Sartin Teacher Dunlow Dunlow WV	I think the policy should be written in simple and user friendly terms. So it can be better understood.	N/-	Content of the comment speaks to the overall difficulty of understanding the language, but does not suggest specific changes to the policy.
		126-161-2. Purpose.		
08-01	Helen Gist Teacher Kanawha Co schools Dunbar WV	We have hundreds of substitute teachers in the system who have bachelors degrees in varied subject but no formal training in the education field, thus it would be important to consider how we could bring in teacher candidates that have graduated from approved institutions but are having trouble passing the praxis 2 tests and let them service our students with more experience than other substitute teachers. It would be great to consider putting them on probation or grandfathering them in depending on years of experience as a 5202. This is a critical area that I feel has not been dealt with.	NA/-	Content of the comment is in reference to and disagrees with West Virginia State Code §18A-3-1f, which indicates that to be eligible for an alternative program teacher certificate, a person shall pass the same basic skills and subject matter test or tests required by the State Board for traditional program candidates to become certified in the area for which he or she is seeking licensure as part of the requirements.
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.

		126-161-3. Definitions.		
07-10	Allison Davis Huntington wV	Great idea.	N/+	Comment is in support of revised language.
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.
		126-161-4. Alternative program partnerships; partnership agreements.		
07-10	Allison Davis Huntington wV	Agree, Most parprofessional have degrees. They should have program to make them become teachers because they work kids. By making parprofessional teachers it helps in following policy 2419 and not breaking IDEAL laws. Teachers aides work with kids more teachers. They do work they should get payed as professionals. You give speech therapist teaching license instead following law of speech therapist to be license by speech board. Teachers aides should have license to be a teacher..	N/+	Comment is in support of the revised language. Content of the comment appears to show favorable view about increasing options that allow individuals working in the school system to complete programs and attain teacher certification.
08-05	Erma Jean McKinney Teacher OIEP White Sulphur Springs, WV	Letter received: Since I don't have internet, I am responding to the survey on Policy 5901 by letter. After having spoken to you on the phone last week, I have given considerable thought to alternative programs and certification for teachers. The alternative programs are great for vocational teachers who need expertise and experience in the	NA/-	Content of the comment is in reference to alternative program partnerships allowing candidates who are not certified to teach to receive an alternative certificate to teach in an area of critical need or shortage. Commenter provides increasing salaries as an

		<p>vocational class they are teaching. However, they also need the educational background and training prior to entering the classroom in order to meet the emotional and behavioral issues that arise each day in the classroom. Each student has unique needs that need to be addressed daily; therefore, certification and qualifications for teachers and paraprofessional should be obtained prior to being placed in an area of critical need or shortage.</p> <p>I am a retired teacher with an undergraduate degree in elementary education from Berea College and a masters degree in education from the University of Virginia. With a Masters Plus 45 in education, I feel we need to do more for teachers, paraprofessionals, students, and parents. Administration needs to treat each person fairly and equally and give him/her the help he/she needs immediately in order to successfully meet each person's unique needs, rather than relying on whether or not a particular policy will meet those needs farther down the road. Perhaps then we would not have to worry about having to hire teachers who are not certified or qualified in an area of shortage or critical need. Pay good teachers salaries that are commensurate with other states. This may help keep them in West Virginia.</p>		<p>option for avoiding the need to hire teachers who are not certified into an area of shortage or critical need. West Virginia State Code §18A-3-1b states that a partnership agreement shall include a requirement that a vacancy has to be advertised for a ten day period, and if no qualified traditional certified teacher applies, only then may a partnership consider enrolling a person in the alternative program. West Virginia State Code §18A-3-2a indicates that an alternative program teacher certificate may be issued to a candidate who is enrolled in an alternative program for teacher education approved by the State Board.</p>
08-06	<p>Jack Platter, Sr. Retired ITPE Mr. Harper West</p>	<p>Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?</p>	N/o	<p>Content of comment inconsistent with intention/language of the policy and the revision.</p>
08-06	<p>Frank Hartman Hartman Law & Government Affairs, PLLC Charleston, WV</p>	<p>The language "regionally accredited institution" is interspersed with the language "West Virginia regionally accredited institution." Is there a distinction between the two terms? I believe my</p>	A/+	<p>Language was revised to reflect the following: 3.1.i. Entity affiliated with an</p>

	(Email)	client would feel more comfortable with the broader “regionally accredited institution” term instead of the more limited “West Virginia regionally accredited institution” term, as the former more accurately reflects the intention of the legislation.		IHE is one member of a partnership of a WVBE-approved alternative certification program for the education of teachers that is neither a West Virginia school or school district, the WVDE, nor a regional education service agency, but has an official agreement or contract with a West Virginia regionally accredited institution of higher education <u>that has an accredited program for the education of professional educators that has been approved by the State Board</u> , that provides for responsibilities including, but not limited to, recruitment, support, supervision, and mentoring of the alternative program teachers who are enrolled in its program.
08-06	Frank Hartman Hartman Law & Government Affairs, PLLC Charleston, WV (Email)	Under the proposed language, the professional support team must submit weekly observation notes. This sets an expectation that teachers must be formally observed on a weekly basis. Inasmuch as this was not part of the legislation and because the difficulty posed in scheduling and performing weekly observations, my client requests some modification to allow for flexibility of this portion of the rule.	NA/0	The intent is to provide ample support to candidates teaching in public school classrooms. Weekly support is not considered excessive; rather the minimum support a beginning teacher in an approved alternative

				program should receive.
		126-161-5. Alternative program instruction; methods of instruction.		
08-05	Courtney Ostaff Morgantown WV	This should not consist of a series of webinars, and should have at least 3 college credit hours of instruction in special education prior to classroom experience.	NA/-	Content of the comment requests more specific and in some cases more restrictive language than what is provided in policy. West Virginia State Code §18A-3-1c. requires that alternative program instruction includes at a minimum either six credit hours or six staff development hours of instruction in one or more of the following subjects: Early literacy, student assessment, development and learning, curriculum, classroom management, use of educational computers and other technologies, and special education and diversity. West Virginia State Code §18A-3-1c. also allows for nontraditional methods of instruction included but not limited to a series of modules covering various topics, electronically delivered instruction, summer sessions,

				professional development and job-embedded mentoring. State Code allows for webinars as part of non-traditional methods of instruction.
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.
		126-161-6. The professional support team.		
08-05	Tega McGuffin Teacher Fayette County Board of Education Oak Hill WV	<p>The professional support team is the group of professional educators that an approved alternative education program provider has selected to train, support, supervise and mentor alternative program teachers. The policy needs to address who is eligible to serve on the professional support team and include provisions regarding release time, compensation, and other benefits. The professional support team should consist of at least one individual who is employed at the alternative program teacher’s worksite. The professional support team should be for support only, and should not be responsible for the alternative program teacher’s evaluation.</p> <p>Although Policy 5901 provides for alternative program teachers to be evaluated more frequently than regular teachers, in order to fully support alternative program teachers and provide expectations similar to regular teachers, they need to be evaluated using, at the minimum, the same standards and mechanism set forth in the teacher evaluation system defined in</p>	NA/o	Content of the comment requests more specific and in some cases restrictive language than what is provided in policy. Release times, compensation and benefits are determined at the local level by individual county school districts. West Virginia State Code §18A-3-1c. specifies that if the State Board Approves an alternative program may provide a professional support team whose structure is consistent with the structure that the partnership’s participating school or schools use for supporting, supervising, inducting and mentoring a

		<p>Policy 5310.</p> <p>Policy 5901 needs amended to require that any and all personnel assigned to evaluate alternative program teachers (evaluators) shall be trained in management and evaluation skills as per provisions in Policy 5310.</p>		<p>beginning teacher or teacher-in-residence and may be trained by and in coordination with the Center for Professional Development. State Code §18A-3-1c. also specifies that the professional support team shall submit a written evaluation of the alternative program teacher to the approved education provider and the evaluation shall report the teacher's progress toward meeting the alternative program's academic and performance standards: Provided, That all final decisions on the progress of an alternative program teacher shall rest with the principal.</p>
08-05	Courtney Ostaff Morgantown WV	<p>The policy needs to address who is eligible to serve on the professional support team and include provisions regarding release time, compensation, and other benefits. The professional support team should consist of at least one individual who is employed at the alternative program teacher's worksite. The professional support team should be for support only, and should not be responsible for the alternative program teacher's evaluation.</p>	NA/-	<p>Content of the comment requests more specific and in some cases restrictive language than what is provided in policy. Release times, compensation and benefits are determined at the local level by individual county school districts. West Virginia State Code §18A-3-1c. specifies that if the State Board Approves an</p>

				<p>alternative program may provide a professional support team whose structure is consistent with the structure that the partnership's participating school or schools use for supporting, supervising, inducting and mentoring a beginning teacher or teacher-in-residence and may be trained by and in coordination with the Center for Professional Development. State Code §18A-3-1c. also specifies that the professional support team shall submit a written evaluation of the alternative program teacher to the approved education provider and the evaluation shall report the teacher's progress toward meeting the alternative program's academic and performance standards: Provided, That all final decisions on the progress of an alternative program teacher shall rest with the principal.</p>
08-06	<p>Jack Platter, Sr. Retired ITPE Mr.</p>	<p>Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?</p>	N/o	<p>Content of comment inconsistent with intention/language of the</p>

	Harper West			policy and the revision.
		126-161-7. Alternative Certification Educator Preparation Program Review Board (ACEPPRB).		
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.
		126-161-8. Components of an alternative program proposal.		
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.
		126-161-9. WVBE Approval of an Alternative Program Proposal.		
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.
		126-161-10. Comprehensive Evaluation, Recommendation for Licensure and Rights of the Alternative Program Teacher		

08-05	Courtney Ostaff Morgantown WV	<p>Although Policy 5901 provides for alternative program teachers to be evaluated more frequently than regular teachers, in order to fully support alternative program teachers and provide expectations similar to regular teachers, they need to be evaluated using, at the minimum, the same standards and mechanism set forth in the teacher evaluation system defined in Policy 5310.</p> <p>Policy 5901 needs amended to require that any and all personnel assigned to evaluate alternative program teachers (evaluators) shall be trained in management and evaluation skills as per provisions in Policy 5310.</p>	N/o	<p>Content of the comment requests more specific and in some cases restrictive language than what is provided in policy. West Virginia State Code §18A-3-1c. specifies that if the State Board Approves an alternative program may provide a professional support team whose structure is consistent with the structure that the partnership's participating school or schools use for supporting, supervising, inducting and mentoring a beginning teacher or teacher-in-residence and may be trained by and in coordination with the Center for Professional Development. State Code §18A-3-1c. also specifies that the professional support team shall submit a written evaluation of the alternative program teacher to the approved education provider and the evaluation shall report the teacher's progress toward meeting the alternative program's academic and performance</p>
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				standards: Provided, That all final decisions on the progress of an alternative program teacher shall rest with the principal.
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.
		126-161-11. Prohibited acts.		
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.
		126-161-12. Contract renewals.		
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.
		126-161-13. Severability.		
08-06	Jack Platter, Sr. Retired ITPE Mr. Harper West	Why comment? Dr. Marple was doing an excellent job---what did the State BOE do?	N/o	Content of comment inconsistent with intention/language of the policy and the revision.

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August 3, 2015

AUG 05 2015

Erma Jean McKinney
13472 Pocahontas Trail
White Sulphur Springs, WV 24986

Mr. Robert Mellace
WV Depart. of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, WV 25305

Dear Mr. Mellace:

Since I don't have internet, I am responding to the survey on Policy 5903 by letter. After having spoken to you on the phone last week, I have given considerable thought to alternative programs and certification for teachers.

The alternative programs are great for vocational teachers who need expertise and experience in the vocational class they are teaching. However, they also need the educational background and training prior to entering the classroom in order to meet the emotional and behavioral issues that arise each day in the classroom. Each student has unique needs that need to be addressed daily; therefore, certification and qualifications for teachers and paraprofessional should be obtained prior to being placed in an area of critical need or shortage.

I am a retired teacher with an undergraduate degree in elementary education from Berea College and a masters degree in education from the University of Virginia. With a Masters Plus 45 in education, I feel we need to do more for teachers, paraprofessionals, students, and parents. Administration needs to treat each person fairly and equally and give him/her the help he/she needs immediately in order to successfully meet each person's unique needs, rather than relying on whether or not a particular policy will meet those needs farther down the road. Perhaps then we would not have to worry about having to hire teachers who are not certified or qualified in an area of shortage or critical need. Pay good teachers salaries that are commensurate with other states. This may help keep them in West Virginia.

Thank you.

Sincerely,

Erma Jean McKinney

Erma Jean McKinney

Dr. Beane:

Thank you so much for sending this along and including TFA in the process. The proposed policy is obviously the produce of a great deal of work. I have shared with my client and they like the proposed policy and have expressed only two small areas of concern:

1. The language "regionally accredited institution" is interspersed with the language "West Virginia regionally accredited institution." Is there a distinction between the two terms? I believe my client would feel more comfortable with the broader "regionally accredited institution" term instead of the more limited "West Virginia regionally accredited institution" term, as the former more accurately reflects the intention of the legislation.
2. Under the proposed language, the professional support team must submit weekly observation notes. This sets an expectation that teachers must be formally observed on a weekly basis. Inasmuch as this was not part of the legislation and because the difficulty posed in scheduling and performing weekly observations, my client requests some modification to allow for flexibility of this portion of the rule

Again, thank you for including TFA in the process. I am at your disposal to discuss this in more detail and to arrange a conference call with my client at your earliest convenience, if that would be helpful. I am scheduled to be out of the office on a family vacation next week, but can certainly participate in a phone conference

Thanks.

Frank Hartman
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From: Monica Beane <mbeane@k12.wv.us>
Date: Friday, June 26, 2015 at 4:41 PM
To: Frank Hartman <frank@hartmanlga.com>
Subject: Draft WVBE Policy 5901

W. Hartman,

Thank you for your interest in reviewing the draft version of WVBE Policy 5901: Approval of Alternative Certification Programs.

Through stakeholder engagement, including a lengthy work session with the West Virginia Commission for Professional Teaching Standards (WVCPTS), WVBE Policy 5901 was revised to reflect language contained in House Bill 2005, which was signed into law during the 2014 Legislative session.

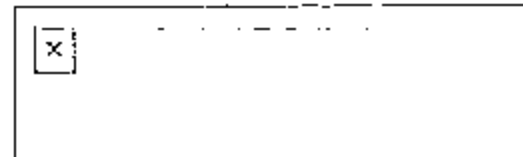
Please know that the attached document is currently being reviewed internally by our Office of Legal Services. Pending internal approval, the policy is tentatively scheduled to be presented to the West Virginia Board of Education during the regularly scheduled July 2015 meeting. Our intention is to recommend and request that the policy be placed on public comment for a period of thirty (30) days. At such time, public comments will be solicited online at this URL: <http://wvde.state.wv.us/policies/>

Should you be interested in providing feedback to the draft version (attached to this email), I encourage you to email your specific comments to mbeane@k12.wv.us prior to the close of business Tuesday, June 30, 2015.

Yours in Education,

Monica

Dr. Monica Ann Beane, NBCT
Executive Director
Office of Educator Effectiveness and Licensure



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