

Policy 5100: Approval of Educator Preparation Programs
Comment Log
July 12, 2017-August 14, 2017

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
		' 126-114-5. Definitions.		
7-17-2017	Gay Bernadette Stewart /WVU	5.10.e: There is something slightly wrong in the grammar in this definition, and it makes it less clear 5.24: at least the version on my screen seems to be missing the leading S.	A/o	Mechanics error— Beginning letter omitted
7-25-2017	Matthew Campbell/WVU	I have questions/concern with 5.17.a, regarding the minimum requirements for a cooperating educator. How readily available is the ability to obtain the "Master Mentor Advanced Credential" (is that what is available through, and only through, WVCPCD)? And is there a distinction between qualifying for and actually holding that credential (as "hold" is the verb used with the other things in the list). I also know there is concern, primarily with the specific areas of secondary science, that the pool of available cooperating educators could be thin if these requirements become unreasonable.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.

8-03-2017	John Smith/Special Educator	<p>This is not a good idea. Let's do the math let's say you have a teacher who gets a student teacher for 3 years and u get paid \$50 for each year for 3 years that's \$150. Then you have to renew for \$30 and take a class for \$180 that's an investment of \$210 to get your certificate renewed!! How is this a good idea I lose \$60 by doing this</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8-03-2017	Rhonda Smith/Shepherd University	<p>Teachers would need to meet the following requirements: qualify for Master Mentor Advanced Credential· hold a permanent teaching credential· be accomplished or distinguished on summative performance evaluation and be selected by the principal. The fact that now we are expecting supervising teachers to qualify for a Master mentor Advanced Credential is disturbing not only because of the financial concerns expressed below but because many of the students within my programs do their student teaching in Maryland or Virginia and they receive outstanding mentorship from these states. If this new rule is implemented our students and many others in the state will be forced to only receive mentoring from WV teachers. That is</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>

		<p>problematic for us. The four day training is only available through the WV Center for Professional Development and will cost \$180. Additionally, the educator must pay a \$30 credentialing fee to the WVDE. The credential expires after three years and must be renewed with a two day training. Only teachers with three or more years of experience qualify to take the training. THE WVCPD held the four day training in June and the training is not on their calendar for anytime soon. AFT-WV is concerned whether there will be enough educators with the credential to supervise incoming student teachers. The financial implications of this new requirement are also problematic. The compensation for serving as a supervising teacher is only \$50, paid by the student teacher's college. After paying for the mentor training and credentialing fee, teachers would actually be paying \$160 out of their own pocket to take on the additional job responsibility of serving as a supervising teacher. Thus, it is likely this policy change would reduce the number of educators willing to serve as a supervising teacher and decrease the number of possible placements for student teachers.</p>		
8-03-2017	Jeremy Knight	5.17.a The need for the supervising teacher to qualify for Master Mentor Advanced Credential is a financial burden to the lead teacher, is offered infrequently by the WVCPD and costs	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring

		<p>the educator at least \$180 plus \$30 credential fee. Also so few teachers will have it that placements will be problematic. Having been a supervising teacher 6 times, I have always been trained by the accredited school of the student teacher. There must be a more reasonable way to address whatever concern led to this definition</p>		<p>"Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/04/2017	David Lancaster/Higher Education Faculty	<p>5.17.a.The window of time is short to enact this policy in my opinion. If this policy is to go forward it should be enacted January 1, 2019 or later to allow a proper transition time. How will a cooperating teacher obtain the "Master Mentor Advanced Credential"? If this is to occur by January, the vetting process seems to be far behind the policy. I know that the policy needs to have an effective date, but it seems that the plans and funding for the project are needed first. What encouragement or support will a teacher receive for obtaining the "Master Mentor Advanced Credential"? Currently being a cooperating teacher has little or no compensation. If you add additional requirements, then some type of compensation needs to be in place. Overall, I believe this type of policy change without compensation will lessen the quality of the current cooperating teacher pool. The excellent teachers will look at this as one more hoop to jump through and not take student teachers.</p>	<p>1st part NA/- 2nd part A/-</p>	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>

8/04/2017	Melissa Spivy/Higher Education Faculty	<p>This comment is in reference to 5.17.a. As a the person responsible for placing teacher candidates in the public schools, I am very much in favor of providing training to the mentors that will be working with our students, but I am concerned that the changes to Policy 5100 will greatly diminish the pool of mentor teachers that will be qualified and available for placement. Requiring teachers to complete the "Master Mentor Advanced Credential" will require too much time to complete and will also impose a financial burden on the teacher. Teachers will actually lose money by agreeing to take a student teacher. I am also concerned that the pool of qualified cooperating teachers will shrink even further if the state requires them to have a permanent teaching credential. I can say from my experience as a field placement coordinator that we will not have enough qualified cooperating teachers. Please review the effective date of January 1, 2018. These types of changes cannot be made by that time. I, along with other IHE representatives would be willing to work towards a possible solution. Thank you for considering my remarks.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/04/2017	Jerrie Howard/Retired Teacher	<p>Policy 5100: I oppose Policy 5100 which requires classroom teachers to take an additional class before they can mentor a student teacher. The class, first of all, places an undue financial burden on already low-paid teachers by requiring \$180 out-</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced</p>

		<p>of-pocket for this class. (If the class is to be required, it should be free of fees.) Secondly, the class must be offered at various times, not once a year or once every other year. To limit its availability is to limit the number of teachers available to mentor student teachers. (I'm not sure this is the right form for this complaint; therefore, if it is not, please forward it to the right department. Thank you.)</p>		<p>Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/05/2017	Jonathan Melhorn	<p>It will be difficult to find enough mentor teachers that are willing to do the Master Mentor Advanced Credential. Ultimately, there would not be enough mentor teachers to supervise all student teachers across the state of WV. Many institutions would lose many qualified, good mentor teachers for student. The Master Mentor Advanced Credential will be time consuming and costly to the mentor teacher. Mentor teachers need to be trained but not in this manner. The policy also states that the mentor must hold a permanent teaching credential. It is our understanding that to receive this you must have a masters degree and five years of teaching. This would eliminate many mentor teachers, too.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/06/2017	Jo Pennington/Higher Education Faculty/Ohio	<p>My concern is the revision in 5.17.a. We in OVU's College of Education are dedicated to ensuring that every student doing field and clinical experience has an excellent learning experience. The cooperating teacher is a key component. However, changing the language in this section of Policy 5100</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it</p>

	Valley University	will make it very difficult for us to arrange enough placements to provide the required field and clinical experiences. The first new criterion is the main problem. Requiring that each cooperating teacher hold a current Master Mentor Advanced Credential is unrealistic and unreasonable. Already, we have many benchmarks and criteria in place to ensure the quality of the cooperating teachers working with our students AND we monitor and supervise those experiences. This criterion is NOT needed and it would create a strange-hold on arranging placements. The next new criterion is also unrealistic and restrictive. In some instances, it is impossible to arrange a placement with a teacher with permanent WV certification because of factors that include scarcity of teachers in shortage areas or circumstances pertaining to the school and EPP course schedules or the cooperating teachers. We need some flexibility in this area.		one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/06/2017	Stephanie Jones/Higher Education Faculty/Fairmont State University	I have concerns about section 5.17.a. Requiring potential cooperating educator to have a Master Mentor Advanced Credential as well as a WV permanent teaching certificate stands to drastically reduce the number of educators who are willing to accept the responsibility of hosting a teacher candidate in their classrooms. Both credentials require educators to pay registration and/or processing fees. Additionally, the Master Mentor Advanced Credential would require renewal every three years. As a previous secondary educator, I know from experience that the educators themselves will have to pay the required fees out of pocket. It seems unreasonable to ask teachers to	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced

		<p>pay to be permitted to host a teacher candidate, especially since cooperating teachers are only compensated \$50 for hosting a teacher candidate. In essence, cooperating teachers would be paying money in exchange for additional work and responsibility--it just doesn't make sense.</p> <p>While I appreciate the efforts to!</p> <ul style="list-style-type: none"> o ensure that cooperating teachers are well-qualified, the eligibility requirements should not financially obligate interested educators. I agree that cooperating educators should have at least three years of experience and hold an "accomplished" or "distinguished" rating on their summative assessments. However, as the revised policy stands, the financial responsibility being placed on cooperating teachers is unfair and will make this role less desirable to teachers. 		<p>Credential" and at no cost to the teacher.</p>
8/07/2017	Jeffrey Carver/Higher Education Faculty/WVU	<p>I find the new definitions related to Field based and clinical experiences to be somewhat restrictive. BY requiring all cooperating teachers to pay for and take the Master Mentor training and be rated as accomplished or distinguished on their summative performance is going to place one more barrier before prospective teachers. For instance, there are very few physics teachers in any county, now in a county that perhaps only has one physics teacher, that teacher would need to meet even higher criteria in order for us to place a student with them could end up leaving the student, and the university without a potential field or clinical placement. Other high needs areas such as math or special education have a very high potential of having similar scenarios.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>

8/08/2017	Blaine Hess/Superintendent/Jackson County	5.17.a I am concerned that the Master Mentor Advanced Credential will discourage many wonderful supervising teachers to forego providing this valuable experience to student teachers. The expense involved, as well as four days out of the classroom for training, will not be well accepted by our master teachers. School principals are the best judge as to which teacher(s) in their building are best equipped to serve as supervisors to student teachers. I would expect that nearly all of those currently providing this support to student teacher rank "Accomplished" or "Distinguished" performance rating in the WV Educator Evaluation System. I urge you to eliminate the Master Mentor Advanced Credential requirement from this policy.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/08/2017	Neil King/Teacher	If this passes, say goodbye to future WV teachers and to student teaching placements!!!! Keep things as they are!!!! Stay out of the Educators way and allow them to be professionals!!! Stop trying to micromanage education!!!!	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced

				Credential" and at no cost to the teacher.
8/08/2017	Dr. Kevin Cain/Higher Education Faculty/Glenville State college	<p>The education faculty at Glenville State College have concerns about the proposed changes in the policy which would require specific criteria in order for a teacher to have a student teacher in his/her classroom. We feel that the requirements to hold the Master Mentor Advanced Credential, the four-day training at a cost of \$180, and the \$30 credentialing fee are all hindrances to obtaining supervising teachers. We are concerned that there will not be enough educators with the credentials to supervise incoming teachers. The financial implications on the part of the prospective supervising teacher is problematic. We are concerned about the cost of training and the fact that it could fall back as a responsibility on the part of the higher education institution as well as limiting the number of sites and teachers for our student teacher placements. In many of the small rural school districts, there has already been a decline in the number of teachers because of the trend of!</p> <p>the shrinking student population making it sometimes problematic for making student teacher placements. We feel that this part of Policy 5100 will be a detriment to educator preparation programs.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
		A common training program for all cooperating teachers would certainly be beneficial to higher education institutions, public schools, cooperating teachers, and teacher education students.	A/-	Changed in policy -- minimum qualifications for cooperating teacher

8/09/2017	Terene Stiltner	<p>However, requiring all cooperating teachers to qualify for the Master Mentor Advanced Credential will make it incredibly difficult for student teacher placement coordinators to find enough qualified cooperating teachers within the state. Likewise, the effective date should be changed to July 2019 to give time for the work group that has been working on creating a common statewide cooperating teacher training module time to complete, pilot, and implement the course. If the Master Mentor Advanced Credential stays as a qualification then there should be allowance for cooperating teachers to participate in other approved training programs such as one offered by the institution.</p>		<p>changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/11/2017	Stefan Smolski/teacher/Grafton High School	<p>The selection for cooperating teachers is vital to the field experience of prospective teachers. The majority of schools carefully select the mentor teachers. However, the requirement for both a permanent teaching certificate as well as the master mentor certification will severely limit the number of teachers available to mentor prospective teachers. While I have completed Master Mentor training to mentor new teachers, there is a distinct difference in mentoring new teachers versus student teachers. I have served as both a Master Mentor for new teachers as well as a mentor for student teachers. I do not support the requirement for Master Mentor certification.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>

<p>8-11-2017</p>	<p>Kathryn Liptak/higher education faculty/Co-chair-WV Teacher Education Advisory Council</p>	<p>“Although the West Virginia Teacher Education Advisory Council agrees there needs to be standards for selecting cooperating teachers and supports the exploration of a common training for all cooperating teachers that meets the needs of the IHEs, CAEP requirements and those of our cooperating teachers, requiring all cooperating teachers to qualify for the Master Mentor Advanced Credential will make it incredibly difficult for student teacher placement coordinators to find enough qualified cooperating teachers. Since this credential was designed by and is offered through another entity, there is no indication that this credential will prepare cooperating teachers with the knowledge and skills needed to supervise and mentor a student teacher. It will be burdensome on the cooperating teacher as well if there is no compensation for them to attend a 4 day training. The proposed expectation that cooperating teachers hold a permanent teaching credential also limits the pool of perspective cooperating teachers particularly in high need areas and STEM classrooms where there is often only one qualified physics or chemistry teacher in the school who may not have either a master’s degree or five years of teaching experience. The effective date should be changed to July 2019 to give time for the WV TEAC work group that has been working on creating a common statewide cooperating teacher training module time to complete, pilot, and implement the eLearning course. IF the Master Mentor Advanced Credential stays as a qualification one of the two following statements should be added: “or other approved cooperating teacher training or institution-specific cooperating teacher training.</p>	<p>A/-</p>	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
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		Respectfully submitted on behalf of Alderson-Broadus College, Appalachian Bible College, Bethany College, Bluefield State College, Concord University, Davis and Elkins College, Fairmont State University, Glenville State College, Marshall University, Ohio Valley University, Salem International University, Shepherd University, University of Charleston, West Liberty University, West Virginia University at Parkersburg, West Virginia State University, West Virginia University, West Virginia Wesleyan College, and Wheeling Jesuit University.		
8/11/2017	Sharon Smith/higher education faculty/Fairmont State University	Please consider deleting some of the language in section 5.17a. While it is wise to have standards for host or cooperating teachers of student teachers, the language in the definition "At a minimum, the cooperating educator should possess the following criteria: qualify for the Master Mentor Advanced Credential," has implications for many problems. First, EPPs are required to do cooperating educator training for accreditation. In addition, finding enough certified cooperating teachers is difficult now. With the added requirement of a Master Mentor Advanced Credential, the number of available placements would be even more limited, especially in high need fields. Another question to ponder, is this a problem? Are there large numbers of cooperating teachers who are doing an inadequate job of mentoring student teachers? Most EPPs have safe-guards in place to minimize such a problem. While not written in the policy, information about how a Master Mentor Advanced Credential!	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.

		would be obtained indicates an undo financial burden on the already underpaid educators. There doesn't appear to be much of an incentive to acquire the credential, thus, fewer educators would be certified. Please delete, "qualify for the Master Mentor Advanced Credential" from this section.		
8/11/2017	Barbara Owens/higher education faculty/Fairmont State University	In regards to policy change 5.17.a ,the term cooperating educator is used to identify any teacher who works with the university to supervise a student teacher. The "Advanced Credential" is called a Master Mentor Teacher. I think that using the same term universally would cause less confusion for all. I do agree that any placement should always be made by the university in conjunction with the building principal and that the teacher should be accomplished or distinguished in their performance rating on the WV Educator Evaluation system. One of the issues at hand in this policy change is that Institutions of Higher Education are already conducting their own supervision training with cooperating teachers. We use our own assessment tools that align with our program: WV Professional Teaching Standards, etc. We must do this for our accrediting body, CAEP. To ask the public school system, who doesn't train or work with our students, is derailing the train. Also, please note that if the effective date for teachers to have completed the Master Mentor training is January 1, 2018, when would interested teachers, who want to pay out of their own pocket, have had the opportunity to attend the training? As the person at FSU who has been in charge of student teacher placements for the past 13 years, I can	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.

		<p>attest to these facts: 1. Due to more and more retirements in our state and less students entering this profession, it is not always easy making some placements. We value our program integrity and always feel that we make the best placements with our practicing educators. 2. Asking them to pay for and participate in training to work collaboratively with our student teachers in their classroom, will undoubtedly cause us to lose many quality placements (which we desperately need). 3. Let me also give examples of fields where we desperately need placements and in many cases there is only 1 person at that school to ask-Chemistry, Foreign language, Biology. We are blessed to have a Partnership with 36 schools and even then, in some instances, we need to keep looking for cooperating teachers willing to host our students. Adding more restrictions to these requests will be detrimental to our program as well as other education programs across the state.</p>		
8/11/2017	Danielle DiCarlo/higher education faculty/Fairmont State University	<p>While we agree that there need to be standards for teachers who host our student teachers, there are certain stipulations that will have a huge impact on making placements in the public schools. rnrnHere are some areas of concern: rnrnHost teachers would have to hold the Master Mentor Advanced Credential in order to supervise student teachers. The four day training is only available through the WV Center for Professional Development and will cost \$180. In addition to the \$180.00, the educator must pay a \$30 credentialing fee to the WVDE. The credential expires after three years and must be renewed with a two day training. Only teachers</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the</p>

		<p>with three or more years of experience qualify to take the training. All are concerned as to whether or not there will be enough educators with the credential to supervise incoming student teachers.</p> <p>The proposed expectation that cooperating teachers hold a permanent teaching credential also limits the pool of perspective cooperating teachers particularly in high need areas and STEM classrooms where there is often only one qualified physics or chemistry teacher in the school who may not have either a master's degree or five years of teaching experience.</p>		"Master Mentor Advanced Credential" and at no cost to the teacher.
8/11/2017	Mary Sue Burns/Teacher/Pocahontas County Schools	<p>Regarding 5.17.a - As a former cooperating teacher and long-time observer of student teacher/cooperating teacher pairs, I have to comment on the requirements. Whereas, I definitely feel that there should be common criteria for the selection of cooperating teachers and that these should insure quality mentoring. However, the requirement for the Master Mentor Advanced Credential is going to inhibit participation by many qualified teachers. This Credential requires 4 days of training at the teachers' expense. There is no reimbursement or salary incentive to get this at this time. This should not be required unless there is compensation for the cooperating teacher. I also think that cooperating teachers should have at least 5 years of classroom experience.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
		<p>While the WVDE should require high standards for selecting cooperating/host teachers, I believe that requiring all cooperating/host teachers to qualify</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher</p>

<p>8-12-2017</p>	<p>Julie Reneau/higher education faculty/Fairmont State University</p>	<p>for the Master Mentor Advanced Credential will make it even more difficult to find enough cooperating/host teachers to mentor clinical students and could negatively impact candidates in special education. The national accrediting body for special education requires that students have placements across the grade levels for which they will be certified, so clinical students in special education programs would need to be placed with several cooperating teachers with the Master Mentor Advanced Credential at specific grade levels. In addition, clinical candidates must have clinical experiences with students in all disability categories that they would be certified to teach. For the multi-categorical special education certification, these disability categories include students with learning disabilities, behavior disorders, and intellectual disabilities. This presents a two-fold problem. Not only would cooperating teachers with the advanced credential be needed at the elementary, middle, and high school levels, but also they would need to provide instruction for students in the specific disability categories required to meet national accreditation standards. This policy change is highly problematic in special education. Currently many special education positions throughout the state are not filled or are filled with long-term substitutes or teachers on permit. In the county where I live and for many of the surrounding rural counties in my area, special education positions are filled with substitutes and permit holders. The number of special educators who would even be eligible for the Master Mentor Advanced Credential is limited, and asking them to attend training at their own cost, and most likely</p>	<p>changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
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		<p>over their summer vacation, will be burdensome for them. Skilled educators who might not meet all of!</p> <p>the criteria for the Master Mentor Advanced Credential or who!</p> <p>don't</p> <p>have the resources to attend the training would be unable to provide mentoring for clinical students in special education programs.</p> <p>I am concerned about the implications of this policy change if placements cannot be made or if candidates are required to travel long distances for clinical placements due to the lack of qualified educators. In a time when our state needs skilled special educators to teach our children with disabilities, this policy could deter talented individuals from pursuing the teaching field.</p>		
8/12/2017	Ashley Gilbert/teacher	<p>I believe it is absolutely ridiculous what you are asking of teachers to do in order to be able to accept a student teacher into their classroom. Teachers do not get paid much as it is. For you to require them to obtain some other type of certification AT THEIR OWN EXPENSE is just sad and pathetic. I am in my 5th year of teaching and must work 20-30 hours at a second job in order to pay my bills. I wouldn't be able to afford everything you are asking teachers to do in order to accept a student teacher. I understand wanting to make sure that student teachers are placed into good classrooms with teachers who will truly help them know and understand as much as possible to get them ready to be a first year teacher. However, to ask teachers to pay for all of that is unfair and is</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>

		<p>going to cause hardship on colleges to find teachers to take student teachers into their classroom. It is already a difficult task to find teachers who will take a student teacher. I have had 4 student teachers in my classroom. All of them have continued on to be fantastic teachers. 3 of them were hired almost immediately and one wished to attend graduate school and was accepted into the school of his choice easily. I believe I am a good mentor teacher and I do quite a bit outside of my requirements to ensure my student teachers are fully prepared, including working with them long after they have left my classroom. I personally would not be able to afford what you are proposing I would need to do to further accept student teachers. You would be hurting a lot of student teachers more than helping them with what you are proposing. Please reconsider what you are asking if teachers.</p>		
8/12/2017	Pam Pittman/higher	<p>While the WVDE should require high standards for selecting cooperating/host teachers, I believe that requiring all cooperating/host teachers to qualify for the Master Mentor Advanced Credential will create a hardship for universities and colleges of WV to find enough cooperating/host teachers to mentor clinical students. The implications could negatively impact candidates in many teaching areas, but especially in special education. The national accrediting body for special education requires that students have placements across the grade levels for which they will be certified, so clinical students in special education programs would need to be placed with several cooperating</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced</p>

	<p>education faculty/Fairmont State University</p>	<p>teachers with the Master Mentor Advanced Credential at specific grade levels. In addition, student teachers must have clinical experiences with special needs students in all disability categories that they would be certified to teach. For the multi-categorical special education certification, these disability categories include students with learning disabilities, behavior disorders, and intellectual disabilities. Therefore, not only would cooperating teachers with the advanced credential be needed at the elementary, middle, and high school levels, but also they would need to provide instruction for students in the specific disability categories required to meet national accreditation standards. This policy change is highly problematic in special education. Currently many special education positions throughout the state are not filled or are filled with long-term substitutes or teachers on permit. In many rural areas of WV, special education positions are filled with substitutes and permit holders. The number of special educators who would even be eligible for the Master Mentor Advanced Credential is limited, and asking them to attend training at their own cost, and most likely over their summer vacation, will be burdensome for them. Skilled educators who might not meet all of the criteria for the Master Mentor Advanced Credential or who don't have the resources to attend the training would be unable to provide mentoring for clinical students in special education programs. I am concerned about the implications of this policy change if placements cannot be made or if candidates are required to travel long distances for clinical placements due to the lack of qualified</p>		<p>Credential" and at no cost to the teacher.</p>
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		educators. WV has 300+ unfilled special education positions. In a time when our state needs skilled special educators to teach our children with disabilities, this policy could deter talented individuals from pursuing the teaching field.		
8/12/2017	Kara Bennett	These changes will make it more difficult for future educators to be placed with host teachers in the state as student teachers. It will lead for student teachers to be sent outside of the state, making them more likely to select a permanent job outside of the state once they graduate.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Marsha Coakley	This policy out for comment is most likely going to deter a large portion of current educators who are willing to provide an opportunity to incoming teachers. This policy is NOT well thought out...	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used

				in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Harry Moke Post/retired teacher/administrator/Barbour County Schools	In section 5.17.a, the Master Mentor Advanced Credential is mentioned. I do not see the requirements to get this credential. From institutes of higher learning in the state I have read that this credential will cost educators \$180 through the WVCPD! How can you possibly justify this expense on our educators when we/they are some of the lowest paid educators in the country? Mentor teachers are carefully screened through the institutes of higher learning and are qualified to mentor student teachers put in their charge. Please reconsider this credential as it will diminish the number of educators willing to supervise a student teacher.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Mary Anne Mullenax/teacher/North Marion HS	Making the requirements for hosting a student teacher so costly and restrictive will certainly inhibit the growth of the teaching profession. West Virginia is already facing an alarming shortage of new, qualified teachers. Making the student teaching experience even more difficult will not help to solve this problem.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the

				"Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Brenda/Teacher	Asking teachers to pay for a class so they can critique student teachers is a real joke. We can't get teachers to do it now very often if we pay them!!	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Mary Pheasant	Here we go again, someone has figured out another way to "legally" steal from teachers. Never mind that mentoring a student teacher has never been monetarily compensated anywhere near the level it should be for the time and effort required to do the job. Now some thieving skunk has included in this policy fees and procedures that will not only cause more work and time but will actually CHARGE the teacher to work. Clearly as this policy is now worded someone has set themselves up a position at the state board because it is evident that someone will be needed for the clerical work to verify all these NEW requirements.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced

				Credential" and at no cost to the teacher.
8/14/2017	Michael Tilley/higher education faculty/WVU	5.17.a-b:There is a lack of detail here, though that might be intentional. If this was purposely left unspecified in order to place the responsibility of selecting appropriate clinical experiences on the collaboration of the school principal and the institution supervisor, this would alleviate the potential problems I see with this. See notes for 6.4.b.3.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
		' 126-114-6. Professional Educator Preparation Program Requirements: Teacher.		
7-17-2017	Gay Bernadette Stewart /WVU	I am trying to understand how the document supports what I have been told in WV. It seems to be open to a different interpretation which would allow practices I have seen to be very effective in other states. 6.4.b.3 does not specify the grade level at which the hours must be completed prior to student teaching. In some other states, a small number of these hours (5 grades 3-5, 5 grades 6-8) may be completed in lower grades to allow the candidate to gain some appreciation of vertical articulation of learning before beginning their	NA/-	Comment is not congruent with the intent of the policy.

		<p>instruction experience at the 9-A level. Additionally, up to 20 hours may be completed in a college class that is an AP equivalent course. Since high school certification in WV is 9-A this would seem to be appropriate in WV as well. Surely this would be at least as good a teaching experience as that in the allowed "virtual" setting?</p> <p>6.4.b.5.D did not seem to clarify this for me as it states "a minimum" which implies other levels may be possible.</p>		
8-03-2017	Pam Kinzer/Teacher	<p>I think it is too much to ask teachers to qualify for the Master Mentor Advanced Credential in order to supervise a student teacher. There are many, many qualified supervised teachers who do not have this credential. Not many teachers will be willing to get it just to supervise a student teacher, especially when it will cost them money in the end.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8-03-2017	Isiah Carter/Teacher	<p>It's difficult enough to get teachers to be mentors, and this policy will make it even harder. Teachers trying to help others should not have it cost them to do so.</p>	A-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it</p>

				one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8-03-2917	Anita Horner/Fairmont State University	We do just fine with cooperating teachers as is. PDSchools choose only the best to serve and always approved by principal. If it ain't broke don't mess with it. There is much for the WVBOE to do, this seems like a money maker for the Center! Vote no for all aspects of this policy!!!!	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8-03-2017	Julie Craig/Teacher Cabell County Schools	Teachers will not pay to get student teachers. It is already hard to place them to to the extra work the teacher has to do to help that student. I currently place student teachers for Marshall and only have a few teachers willing.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential

				choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8-03-2017	Andrew Harper/Teacher	The requirement to have a course in mentoring student teachers is ridiculous. The cost of \$180 is also ridiculous. In addition to the \$30 fee every two years for a course renewal, you will not find many educators willing to commit that type of money with our pay grade, for the privilege of helping a student teacher. I've had many student teachers and if this is a requirement I will not except anymore. As far as I can tell, this is a money making scheme support the West Virginia Center for Professional Development and the West Virginia department of education.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8-03-2017	Carrie Beatty/Teacher/AFT	Teachers have been SCREAMING for more pay or for some type of compensation equitable to a pay increase. The answer you come up with is to require more education and more out of pocket expense for those teachers who have taken on the additional responsibility of a student teacher? Who in their mind would pay to do this???	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating

				teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8-03-2017	Tina Rimmer	With all due respect, I have paid for my education, I am unwilling to pay out of my pocket for someone else's. I have supervised 3 student teachers for biology and science in Southern WV. In a high need, high storage area. I have done the last one if I have to pay anything. My 10 years experience make me a Master Teacher. I doubt a 4 day workshop will improve that. This is an insult.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8-03-2017	Bethany Miller	Requiring the additional credentials for a teacher to host a student teacher will result in fewer teachers being able to host student teachers. When that occurs, how will student teachers find placements? If cooperating teachers drop in numbers, teacher education programs will be hurt. This will not help the teaching profession in any way. Counties already use vetting processes to determine which teachers are skilled enough to host	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess.

		student teachers.		Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/03/2017	Sonya Ashby, Library Media Specialist--Teacher	Requiring a \$180 course fee, plus a \$30 credentialing fee to get the Master Mentor Advanced Credential for extra assignment that pays a grand total of \$50 does not make financial sense for ANY educator! The amount that mentor teachers make to take on a student teacher nowhere near compensates them for the amount of work required, and now you want teacher to pay for the privilege?! I think you are going to find a SEVERE shortage of mentors for the available student teachers needing placement. The verbiage of 5.17.a requiring a "Distinguished" or "Accomplished" summative assessment needs clarification. On the current teacher assessment, the administrator marks Distinguished, Accomplished, Emerging, or Unsatisfactory a total of 16 times. These are for specific criteria. There is not one box on the current assessment that gives an "overall" rating of Distinguished, Accomplished, Emerging, or Unsatisfactory. This needs clarification.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/03/2017	Erin Crouch	I have supervised a student teacher in the last year. It was a good experience. However, if I had to pay AND take a course, I would not have done it. There is no way that it's worth it to me to pay money and take a class. Many WV teachers would feel the	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring

		same, I'm sure. There would never be enough teachers to take the student teachers.		"Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/03/2017	Amy/Teacher/AFT	As a previous teacher supervising a teacher in training I would not take on a student teacher if I had to pay to be credentialed to take on more responsibility by supervising a student teacher. It is too much already but feel like I need to give back by supervising but if I have to pay to supervise a student teacher I will not be volunteering.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/04/2017	David Parsons/Teacher	Absolutely ridiculous idea. How you forget what it is like to be in the classroom. We need to support our teachers not add more administrative duties	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced

				Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/04/2017	Julee Strahler/Teacher/AFT	If teachers are required to obtain special certification in order to have a student teacher in their classroom and must attend special training pay for this certification out of their own pocket there won't be enough teachers eligible to host student teachers!	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/04/2017	April Burkhammer/Teacher	I am very saddened by these proposed changes. I have had 2 student teachers in the past 4 years. It was a great experience, but with this required training and certification I would not be able to do this. I can't afford extra endorsements and to require it to be renewed every 3 years is crazy. You will eliminate the pool of good, qualified teachers.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it

		What will happen when student teachers can't find placements? I'm a field where there is already a shortage that just seems silly. Please reconsider the effects this change will have on our future.		one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/04/2017	Amy/Teacher/AFT	As a previous teacher supervising a teacher in training I would not take on a student teacher if I had to pay to be credentialed to take on more responsibility by supervising a student teacher. It is too much already but feel like I need to give back by supervising but if I have to pay to supervise a student teacher I will not be volunteering.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/04/2017	Julie Gibson/Principal	This bill puts undue financial and time hardships on the teachers to get certified. I agree with the Master's Degree requirement to be a mentor teacher.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential

				choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/04/2017	Jennifer Goode	While I feel it is important for cooperating/surpervising teachers to be highly qualified, I feel that the additional training of the Master Mentor Credential Training is not necessary for a surpervising teacher to be effective. I understand that this is a training that would require time and money on the surpervising teacher's part. I have mentored many student teachers and most of them are in full time jobs. I do not feel this extra training is necessary and that you would lose many excellent mentor teachers if this were to pass. Thank you, Jennifer Goode	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/04/2017	Eric Croasmun/Principal	It will be very difficult to find enough mentor teachers that are willing to to the Master Mentor Advanced Credential, as it is a time consuming program. Ultimately, colleges would not have enough mentor teachers to supervise all of their student teachers. We would lose many qualified, good mentor teachers. rnMany teachers that would not meet these requirements are very good mentor teachers.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating

				teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/06/2017	Melissa K. Armann/Teacher	I am very concerned about requiring cooperating educators to qualify for the Master Mentor Credential. This would require four days training and cost teachers additional money. It is my understanding that this training is only offered by the CPD and costs \$160. When serving as a cooperating educator I am paid \$100 which obviously wouldn't cover the cost of this additional training. I feel that this would make it even more difficult for the colleges to find teachers willing to work with student teachers.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/06/2017	Suzanne Ernestes/Teacher	You will have a serious shortage of placements for preservice teachers in WV. Having such a low salary now, teachers can not afford to pay the money to be certified mentors. Usually host teachers receive 50-150 dollars to mentor, no one would be willing to train for so many days and pay 180 + 30 more, that just doesn't make sense. How could you ask a person to give up their time and money then take on an additional job for no compensation?	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess.

				Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/06/2017	Kim Wilhelm	I am currently in a school to finish my teaching degree. I am supposed to do my student teaching in the fall. By requiring teachers to pay to host student teachers is unfair. We will lose host teachers and then how will student meet the requirements to finish school? There is such a shortage as it is with teachers. My county alone has 10+ positions open for special esucation. One of the main reasons I chose to go. Ack to school to complete my degree. Please rethink this requirement.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/06/2017	Heather Lewis/Student Teacher	I think that making teachers pay to have student teachers will make teacher not want student teachers and therefore will lead to an even bigger shortage of teachers. As a student teacher, I can tell you from experience that we need good teachers to mentor our future teachers! Teacher don't make enough money now as it is, and to make them pay for this training is simply ridiculous. Please do not pass this.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes

				are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/06/2017	Holly/Teacher	Please do not pass this. It is absolutely ridiculous. If this is passed, college students, that have worked extremely hard, will have no classroom to finish their education. Such a bad idea!	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/07/2017	Teresa Quinn/Teacher	This entire process seems absurd on almost every level. One reason is the teachers do not have money to pay for classes and certification. Teacher budgets simply don't provide money to waste on this. Plus, why would we spend more than we get in return for having a student teacher in a classroom? Please don't tell me that you would raise the cost for a college students. That's already phenomenal. Another reason not to start this certification process is the time. Teachers don't have time to take classes for things like this. What are you thinking?	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used

				in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/07/2017	Jeanna Plumly/AFT/Teacher	<p>Hi! I was reading an email sent by the union last week concerning a policy update for teachers in charge of student teachers. I can't find the email now but I know it indicated that one of the stipulations to having a student teacher would be that the cooperating teacher have "master mentor" credentials. The email also addressed concerns about the timing and cost of master mentor credentials. I thought it may be important to mention to you that I was an initially certified mentor (which I was reimbursed for course and travel by our county board) but when it was due to renew (this summer), I sent a request to the Wood County board office requesting that the board pay for the renewal course for me (I think it was \$100) and was denied. In the request, I believe I mentioned I would be willing to go without stipend or travel reimbursement. The request was denied due to "funding availability". I found it saddening that they were willing to pay for that initial coursework but were not willing to help pay for me to take the training to have a permanent certification. It seems that our board likes to waste money on things (or people) and then change directions. My only point is- if that policy is changed to include Master Mentors only, our county won't help pay for it.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>

8/07/2017	Wendy Tomlin/Teacher	<p>If a new program is required for teachers to complete as part of holding a credential, I believe that the cost should be covered by the county or the state. I feel it is wrong to have the participating teacher cover the cost because in the long run, the teacher will be losing money. Teachers are only paid approximately \$50-100 to have a student teacher depending on the number of weeks. With that being said, the cost for this program is high. Many cooperating teachers will more than likely not go through this new training, thus losing valuable teachers for these student teachers to learn from.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/08/2017	Marsha Nagy	<p>I'll leave one comment, here, about the 5100 policy suggestion. It sounds like one more expensive hoop for teachers to help make a difference to future teachers. Have we had bad teachers training our interns? Surely, at this time, all people in control of where student teachers are placed, know which staff is worthy and who is not. No? Please do not move this policy anywhere except to the garbage.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>

8/08/2017	Allie Swiger/Student/Fairmont State University	I don't believe requiring potential mentor teachers to pay for additional training to take on a student teacher is beneficial for the student teaching experience. Host teachers are not compensated a lot for taking on a student teacher that already requires additional work load onto their daily burdens. If teachers were to be required to pay out of pocket for these trainings that expire so quickly, the state will experience a shortage in host teachers which would limit the amount of student teachers in our state. Potential teacher candidates would be better served out of state rather than in West Virginia if this were to be approved. Please do not let this policy move forward!	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/08/2017	Dr. Kevin Cain/Higher Education Faculty/Glenville State College	The education faculty at Glenville State College have concerns about the proposed changes in the policy which would require specific criteria in order for a teacher to have a student teacher in his/her classroom. We feel that the requirements to hold the Master Mentor Advanced Credential, the four-day training at a cost of \$180, and the \$30 credentialing fee are all hindrances to obtaining supervising teachers. We are concerned that there will not be enough educators with the credentials to supervise incoming teachers. The financial implications on the part of the prospective supervising teacher is problematic. We are concerned about the cost of training and the fact that it could fall back as a responsibility on the part of the higher education institution as well as limiting the number of sites and teachers for our student teacher placements. In many of the small	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.

		<p>rural school districts, there has already been a decline in the number of teachers because of the trend of</p> <p>the shrinking student population making it sometimes problematic for making student teacher placements. We feel that this part of Policy 5100 will be a detriment to educator preparation programs.</p>		
8/10/2017	Joy/North Marion/Teacher	We would not have enough host teachers.	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/10/2017	Nicki Parrish/Middle School Counselor	<p>These requirements are over the top. A four day training and a cost of \$180, plus a \$30 credentialing fee? Plus it expires after three years and another two or three day training is required to renew? By approving this, you are just asking for teachers and schools to no longer be willing to supervise student teachers. I agree that there needs to be standards in place to host a student teacher, but this is too much, and the people who will be affected the</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating</p>

		most will be the student teachers, when they can't find a placement because teachers are not willing to do what is required in order to supervise them.		teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/10/2017	Beverly Michael/higher education faculty/Fairmont State University	These requirements are punitive to potential host teachers and will be damaging to the relationship between institutions of higher learning that seek placements for teacher candidates and public school sites when host teachers no longer wish to accept the extra work load of supervising teacher candidates and completing the required mountain of paperwork. Many if not all of the truly GREAT host teachers will step back from this task if they are not recognized financially and professionally. This will certainly dismantle PDS relationships.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8-10-2017	Barbara Cole/teacher/Harrison County Schools	There are already systems in place through the national accreditation agencies to ensure student teachers are put into placements with highly qualified teachers. This policy will only serve to create an even greater strain on public education in West Virginia, that already has problems filling teaching vacancies with qualified professionals.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess.

				Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8-10-2017	Emily Moore/teacher/Harrison County Schools	The proposed policy would require that host teachers complete a four day training through the Center for Professional Development (\$180), pay the cost of hotel accommodations for the duration of the training, obtain a "Master Mentor" credential on their license (\$30), hold a permanent teaching certificate, along with other criteria. This credential has to be renewed every three years with an additional two day training (training fee + accommodations). While host teachers do get paid a stipend to take student teachers and clinical students, it does not match the amount necessary to cover these additional costs - not to mention the extra time it takes out of their day to complete the necessary paperwork to document the progress of the teacher candidate. rnrnThere are already systems in place through the national accreditation agencies to ensure student teachers are put into placements with highly qualified teachers. This policy will only serve to create an even greater strain on public education in West Virginia, that already has problems filling teaching vacancies with qualified professionals.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
		I have helped train many student teachers. The requirements for veteran teachers to PAY to receive training and renew every 3 years in ludicrous. We are doing the job every day. We	A/-	Changed in policy -- minimum qualifications for cooperating teacher

8/11/2017	Victoria Haley/Teacher	<p>discuss how to be a teacher in real classrooms. Students no longer have the benefit of teaching their own classmates and must learn to put the concepts they learn in school to work.</p>		<p>changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/11/2017	Carla Warren/Professional Support/WVCPD	<p>Proposed changes in the policy would require specific criteria for a teacher to have a student teacher in their classroom. Teacher would need to meet the following requirements: Meet one or more of the following requirements: 1. Provide certificate verifying eligibility for Mentor Teacher Advanced Credential (Two (2) days or 15 clock-hours of professional development offered by the West Virginia Center for Professional Development after June 1, 2006) (Valid for 3 years) 2. Provide certificate verifying eligibility for Initial Master Mentor Teacher Advanced Credential (Four (4) days or 30 clock-hours of professional development offered by the West Virginia Center for Professional Development after June 1, 2006) (Valid for 3 years) 3. Hold current National Board Certification 4. Provide certificate verifying completion of Coaching for School Improvement session (Two (2) days or 15 clock-hours of professional development offered by the West Virginia Center for Professional Development) And must meet all the following requirements: 1. Hold a permanent teaching</p>	Partially Accepted/o	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>

		credential 2.Be accomplished or distinguished on summative evaluation 3.Be recommended by building principal		
8/11/2017	Lori Hausvater/teacher/ Harrison County Schools	I do not believe that this measure will in any way benefit student teachers. I honestly believe that this policy will cause an even bigger decline in host teachers, therefore inhibiting student teachers from being able to enter the classroom to gain experience before graduating. No teacher is gling to take 4 days and \$180 to take a course to be able to host a student teacher. This is absurd.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/11/2017	Cynthia Rosencrance/community member	I do not agree with the fees associated with this program. It seems to me that this will lead to less student teacher availability	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced

				Credential" and at no cost to the teacher.
8/11/2017	Simmons/Teacher	There is already a procedure in place. Why make teachers pay more for the same service. Just vote no	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/11/2017	Kat Jones/Teacher/Jackson County Schools	I have had several student teachers underneath me and I put 100% effort in 'training them' as a teacher in a true school setting. I mentored them, gave them suggestions, offered support, and recorded their teaching on a regular basis. I work harder with a student teacher than I do in my own teaching! This legislature is a joke; if anyone has been on the side of the mentor teacher, they would know where I am coming from. Principals and Colleges should be thrilled that a senior teacher would go outside of her 'comfort zone' and have another individual in his/her classroom taking over with little if any teaching skills....trying to teach the student teacher and the students in the classroom. Instead, mentor teachers should attend 'classes,' take days off and pay for accommodations ? Vote	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost

		NO!		to the teacher.
8/12/2017	Josh Brown/Parent/Family	This proposed policy will only penalize teachers while also costing them more money. There are already existing programs in place by the national accreditation agencies to ensure student teachers are placed with highly qualified teachers. This proposed policy only adds unnecessary burdens and is, honestly, useless and unneeded.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/12/2017	Janie Merendino/Professional Support	Oh my goodness! Who came up with this plan? Do those people think having a student teacher makes the host teacher's day easier? Having a student teacher is additional work! Number one what they need to know does not get taught in higher ed, number 2 you have to model, discuss, reflect, plan - all in addition to your regular day! It's like doing everything twice! Great mentor teachers know this. I fear only those host teachers looking for a substitute in their room will pay these fees! Do not enact this policy!	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost

				to the teacher.
8/12/2017	Debra Rogers/teacher	<p>This will cut back on the number of teachers willing to work with student teachers. The required training involves our time as well as money that will not be returned. I enjoy working with future teachers. But this would keep me from continuing to accept student teachers in my classroom.</p> <p>This will cut back on the number of teachers willing to work with student teachers. The required training involves our time as well as money that will not be returned. I enjoy working with future teachers. But this would keep me from continuing to accept student teachers in my classroom.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/12/2017	Sam Brunett	<p>Well, as a distinguished teacher with twenty five years experience, it looks like I will no longer be taking student teachers if these measures pass. I do not have the time or the money to finance the Center for Professional Development. You can not expect teachers to fill in the financial gap where the legislature has failed.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost</p>

				to the teacher.
8/12/2017	Kay Mason/teacher/WCEA	I have grave concerns regarding the proposed changes to policy 5100. I have previously and am currently serving as a mentor for student teachers to do their student teaching in my classroom. PLEASE DO NOT make the new training	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Desiree/teacher	Asking mentor teachers to pay for a training and certification in order to have student teachers in their classroom is ridiculous. The stipend that we get to host a student teacher is negligible as it is and would. It even cover the cost, let alone the inconvenience of time away from our classroom and families. If you want to require extra training and certifications, at the very least, it should be paid for by the universities or the state.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost

				to the teacher.
8/13/2017	Jennifer K Glaspell/teacher/Taylor County Schools	Why would any teacher want to host a student teacher when it cost them money out of pocket? What a joke!!	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Michelle Jones/teacher	Teachers should not have to pay in order to volunteer to take on a larger workload that is ultimately going to benefit WV schools. The current requirements of having been a licensed teacher with at least 3 years experience in that content area should serve as a prerequisite for supervising student teachers. If the state feels the these teachers need training then it should be provided free of cost. At least don't make us pay for it. Make it voluntary with no stipend if you must; however I feel teachers should be paid for it.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost

				to the teacher.
8/13/2017	Sarah Young/teacher/Lincoln HS	I have been considering taking on a student teacher, but this policy discourages my interest. I am aware that some additional training may be required to be sure student teachers receive the best and most educational experience possible. However, being required to pay for this training and to not receive full compensation for it will cause many teachers like myself to refuse a student teacher. This will then result in fewer student teacher positions to be available, which will then discourage potential teachers from becoming teachers. It feels as though this would make becoming a teacher even more difficult than it already is when we need to be focusing on how to get more qualified teachers into our classrooms.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Sheila Hawkins/teacher/North Marion HS	I have been a teacher in West Virginia for 36 years and have hosted multiple student teachers. While I understand there is a need for proper guidance of future educators, I feel these requirements will keep MANY qualified mentors, myself included, from being willing or able to host a student teacher. The colleges and universities pay a very small stipend to a host teacher; in most situations teachers would have to host four student teachers to be ahead in the mentoring game. Most of the teachers I know host student teachers because it benefits the teacher candidate, not for the financial gain, but I see many of them no longer hosting if the requirement of Master Mentor Advanced Credential remains as proposed.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost

				to the teacher.
8/13/2017	Barbara Green/teacher	The cooperating teacher should not be required to pay for anything extra. You will be killing the student teaching program if you require anything extra from the cooperating teacher that has a fee.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Candi Thomas/teacher	This will cost teachers money that is no longer reimbursed by counties. We have a teacher shortage now and kids are not going to graduate if they only have a few schools that can host student teachers.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost

				to the teacher.
8/13/2017	Lisa Martin/teacher/Randolph County Schools	While some training and minimum requirements are a good thing please consider whether these requirements make sense.	A/+	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Julia Yearego/teacher/Lincoln County Schools	The additional costs required to support the proposed training of teacher mentors will absolutely negatively impact the teacher programs at our state schools. Very few teachers will have the resources to pay for this training and will result in few options for student teachers. This is just another layer of unnecessary bureaucracy that will damage the very concept it supposes to support.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost

				to the teacher.
8/14/2017	David Grubb/teacher/Robert C Byrd HS	<p>The costly requirement that is being proposed that teachers must attend and pay for a four day training in order to host student teachers is absolutely ludicrous. First, the cost to take the course far exceeds even the most generous compensation. The most I have ever received for hosting a student teacher has been \$150. Second, in order to be hired as a teacher I was required to take a certain number of collegiate level credits, amounting to a five year collegiate education, which included classes in content, pedagogy, and educational psychology. Requiring this four day course suggests that the education that I received by a major university was insufficient to prepare me to host a student teacher. Third, the main benefit of student teaching is to garner classroom experience. What in this four hour course will enhance that provision? Finally, I have had five student teachers in the course of my teaching career. Three of these are gainfully employed as public school educators, one was employed at a Catholic school and is now pursuing a masters degree, and the most recent is presently in the process of searching for a job. I feel as though the experience my student teachers garnered under my cooperation has been beneficial and sufficient.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
		<p>When a teacher agrees to host a student teacher, that teacher is basically volunteering their time. Hosting a student teacher is difficult and time consuming. Being required to take a class with fees attached in order to host a student teach will limit</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring</p>

8/14/2017	Alyson/teacher	the number of host teachers available. If there is an issue with host teachers not doing their jobs as a host teacher, maybe the college liaison should do their job and pull the student teacher from that host and find another. A course on how to host a student teacher is not going to help.		"Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/14/2017	Carla Brigandi/higher education faculty/WVU	First, in section 6.3.i Special Education Programs, gifted and talented special education programs should align with the National Association for Gifted Children (NAGC)/Council for Exceptional Children (CEC) preparation standards. These standards are slightly different from the CEC special education standards (see http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf). Second, in section 6.3.i Special Education Programs, the suggested changes blur the line between special education and curriculum and instruction. The intensive focus on academic content acquisition (15/30 hours, which is 50% of the program!) will make it difficult to find time to teach pre-service and in-service special education teachers the many specialized and often cross-curricular strategies, techniques, and pedagogical approaches that help students with special needs realize their academic potential. Additionally, the added stipulations regarding academic content knowledge acquisition fail to take into account that	NA/-	Suggestions are not congruent with the intent of the policy.

		<p>special education students are not a homogenous group. For example, students with gifts and talents will rarely need help with phonemic awareness. A good compromise is to keep the generalized statement that “Programs must include designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject area content of the general curriculum” but remove the specific requirement for 9-credit hours in reading and 6-credit hours in math.</p>		
8/14/2017	Michael Tilley/higher education faculty/WVU	<p>6.4.b.3:The sentence structure makes this impossible to interpret. This section needs to be rewritten very carefully. 6.4.b.5 touches on the same topics (and perhaps should be combined somehow with 6.4.b.3) but still doesn’t resolve the interpretation problems. See also the note for 6.4.b.5.“in each area in which they are seeking an endorsement”In context, the reference for this is unclear. Does this refer to the area of certification for the [cooperating] teacher (i.e., that a candidate seeking chemistry certification must complete field experience with a teacher who is certified in chemistry), or does it mean that the candidate must complete 125 hours of field experience in a chemistry classroom (i.e., if the student wanted to certify in both chemistry and physics, that would require 125 hours in a chemistry classroom with a chemistry-certified teacher and 125 additional hours in a physics classroom with a physics-certified teacher)? if this means that dual-certification requires 250 clinical hours, this policy would effectively destroy the entire state’s ability</p>	NA/- 1 st part	<p>Suggestions are incongruent with relevant state code passages and/or the intended flexibility of the educator preparation provider provided in policy for clinical experiences of the candidate.</p>

		<p>to create teachers with multiple certifications. it would make more sense to require the “or the university supervisor in which the field experience is occurring” does this mean that the field experience can be complete under the supervisor, or does this mean that the [cooperating] teacher’s licensure status is irrelevant as the university supervisor approves of using that teacher regardless of licensure field experience doesn’t occur “in” a supervisor, so it’s not clear what that means. If the candidate is seeking certification in chemistry, is the clinical experience sufficient a. only with a chemistry-certified cooperating teacher in a chemistry classroom? b.in any classroom with a chemistry-certified cooperating teacher? c. in a chemistry classroom with any certified cooperating teacher? d.in a science classroom with any science-certified cooperating teacher?e. in any classroom with any certified cooperating teacher? (a), this has the potential for the worst disaster. Generally, the more restrictive this is, the harder it is to create teachers. If the number of qualified cooperating educators in one certification area is extremely low, this severely inhibits the ability of all EPPs statewide to certify teachers in that area. Worse, this creates a “death spiral” feedback loop: the fewer teachers of (for example) chemistry who have the MMAC and meet other requirements, the fewer new chemistry teachers the state can create. And what about schools where there are only one or two chemistry classes per day? Can clinical experience in the same teacher’s physics classes count? If not, students will be unable to achieve the number of area-specific hours of clinical experience required for</p>		
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		<p>certification. We have scores of schools in which teachers teach both physics and math or both physics and chemistry, and poor wording of this section and/ or well-intentioned but pragmatically-prohibitive policies could make it almost impossible to produce new teachers in these kinds of certification areas.6.4.b.5:“The clinical experience must be completed under the direction of a teacher licensed to teach in the state and in the content in which the candidate is seeking an endorsement, issued by the state’s authorized agency.”1.</p> <p>“Issued by the state’s authorized agency” is in a different place (modifying something different) than in 6.4.b.3. What is it supposed to modify? Is this phrase even necessary considering the definitions given earlier? 2.“in the content in which the candidate is seeking an endorsement”: does this refer to the licensure area of the teacher or to the area of the clinical experience? Sentence structure does not allow for differentiation between these two possibilities. See notes on 6.4.b.3 for further explanation.rnDoes “The candidate must be assessed during the clinical experience in all specializations for which s/he is requesting licensure” mean that a candidate can be dual certified in chemistry and physics if s/he is working under a cooperating teacher who is teaching both chemistry and physics, and do so with only 125 hours as long as both areas are assessed? It makes no sense to say “all” here if each sought certification area requires its own 125-hour clinical placement. Please clarify somewhere in 6.4.b.</p>		
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8/14/2017	Cathie Metheny/higher education faculty	<p>As a master mentor trainer for WVCPD, I can tell you that with their budget slashed two years in a row, they can't provide the training needed to train every potential teacher in every school. Many of the participants in the training are newly retired teachers. Teachers will not pay the \$180 fee, the renewal fees, the the money required to submit the form to receive \$50 to host a preservice teacher.</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/14/2017	Lisa Reese/teacher/Big Elm Elementary	<p>As a teacher who has mentored student-teachers for over 25 years, I find this policy offensive. The colleges who have asked me to accept a student-teacher have observed my teaching and have found it to be beneficial for the student. In making these proposed changes, you are, in effect, saying the college in which I graduated from, and the colleges sending students to me have no knowledge of which they speak and cannot be trusted to choose appropriate cooperating teachers. Add to these insults, the cost of a class to be trained to do something I have been doing successfully for years. Why not look at data seeing if my former students have gotten jobs and if they are successful? Over 85% of all my student-teachers are currently teaching and have stayed with their first school over 5 years. Please do not burden us or the student-teachers with this absurdness. A better</p>	A/-	<p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>

		idea might be to come to our classes and observe what is going on. If you believe there is a problem with the system, use your valuable time to see how we use our valuable time.		
		' 126-114-10. Additional Program Requirements.		
8-03-2017	Pam Kinzer/Teacher	I don't think it is necessary for a teacher to hold a permanent teaching certificate in order to supervise a student teacher. There are many teachers without permanent certificates who are perfectly capable of supervising student teachers. I think this extra requirement will lower the number of placements available to students, and create logistical issues for some student teachers.	1 st part NA/- 2 nd part A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/10/2017	Beverly Michael/higher education faculty/Fairmont State University	These requirements are punitive to potential host teachers and will be damaging to the relationship between institutions of higher learning that seek placements for teacher candidates and public school sites when host teachers no longer wish to accept the extra work load of supervising teacher candidates and completing the required mountain of paperwork. Many if not all of the truly GREAT host teachers will step back from this task if they are not recognized financially and professionally.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess.

		This will certainly dismantle PDS relationships.		Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/11/2017	Barbara Allison/Teacher/National Education Association	The colleges have a hard enough time getting teachers to have student teachers. Adding cost t,this when we are under paid will make it impossible to find teachers for this program.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8-12-2017	Janie Merendino/Professional Support	Oh my goodness! Who came up with this plan? Do these people think having a student teacher makes the host teacher's day easier? Having a student teacher is additional work! Number one what they need to know does not get taught in higher ed, number 2 you have to model, discuss , reflect, plan - all in addition to your regular day! It's like doing everything twice! Great mentor teachers know this. I fear only those host teachers looking for a substitute in their room will pay these fees! Do not enact this policy!	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes

				are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/12/2017	Kay Mason/Teacher/WCEA	Training mandated for supervising teachers. This will cause a grave shortage of available classrooms for these students to finish their teacher's program. I, for one, will NOT to the training as I hold 2 Master's degrees and have cup years experience in the classroom. I	Partially A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Diane Burnside/Retired Principal	I do not agree with the new requirement to hold the Master Mentor Advanced Credential in order to supervise student teachers. There is limited training available that would decrease the number of possible placements for student teachers. Please revisit this change in policy to create a common statewide training module to benefit everyone.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used

				in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Barbara Green/Teacher	Please do not charge any extra fees to the cooperating teachers. We already have a teacher shortage in this state, and it will make it nearly impossible to find enough teachers to host student teachers in their classroom.	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/14/2017	Adrin Fisher/teacher/Fairmont Senior HS	As a teacher, I am concerned with the proposed requirements to host a student teacher/intern. I do feel it is necessary to be a good teacher in order to teach others to teach: the permanent certification, the accomplished on the WVEIS evaluation, and the selection by the principal are all GOOD requirements. However, having to repeat the Mentor Class offered by the WVCPD every three years is unnecessary. My mentor credential is expiring and the course I needed was only offered once this past summer, 2017. I was unable to attend due to prior obligations so I had to let that credential lapse. Mentor teachers are not currently recognized or paid in my county, so it seemed fine	A/-	Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the

		to let it lapse. Under this policy revision, however, I would not be permitted to host a student teacher. By the way, according to what I have seen, the WVCPD class costs are rising (\$180 is the amount I've seen for this mentor renewal class), but when I hosted a student teacher from FSU last fall, I ! received a check for \$75. I would have to have student teachers once a year for 3 years to *almost* make the money back I spent on the mentoring class. Now, I think it's safe to say that most teachers are not in the field for the money. Even so, let's not burden teachers (who often spend their own money on classroom supplies) unnecessarily.		"Master Mentor Advanced Credential" and at no cost to the teacher.
		' 126-114-14. Annual Report and Performance.		
7-17-2017	Gay Bernadette Stewart /WVU	14.5 seems unusual now in that there is only a 14.5.a, the old b has been struck. Seems like this could now be a single statement? 14.6 routinely refers to "low performing" which was previously mentioned in 14.5.b. "Low performing" is effectively defined in 14.6, so perhaps 14.6 could be revised to introduce the definition of "low performing", and so it no longer seems to be referencing multiple things from 14.5?	NA/-	Strategic and close examination of syntax and structure not addressed in this particular opening of policy.
8-03-2017	Isiah Carter/Teacher	Evaluations are subject to the evaluator's personal feelings and local politics. This should not be a part of any decision making process.	NA/-	Comment not congruent with the intention of policy change at this time.

8/03/2017	Tally Mainland/Math teacher	I oppose the additional requirements for student teachers. Classroom teachers have a job, but they take on student teachers because they themselves are teachers. These additional requirements only serve to reduce the number of would be teachers finding a mentor. I don't understand how a week or less of training would teach experienced classroom teachers to teach student teachers. Additional requirements is not like to improve quality. In fact it will increase bearocracy and reduce quality.	A/-	<p>Although not applicable to this section of policy---</p> <p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
8/13/2017	Barbara Green/teacher	Do not charge any fees to the cooperating teachers.	A/-	<p>Although not applicable to this section of policy---</p> <p>Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used</p>

				in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
		126-114-Appendix D Programmatic Levels and Specializations Recognized on the Professional License.		
8/05/2017	Corinne Scurlock/Supervisory Aide	ALL the Teachers and Instructors and Classroom Support staff that I have worked with over the years have spent countless dollars on the classroom and for the students without being reimbursed. Many of the things purchased should have been supplied by the school or state but was not. In many rural communities the parents or guardians do not have the resources available to supply the basic needs, this is where we step in and spend our own money. Now you are asking us to spend more so more responsibility can be placed on an already overworked UNDERPAID teacher. Paying for the privilege of having more responsibility and working harder does not sound plausible. Teachers and support staff are mistreated already; why pay for this experience?		Although not applicable to this section of policy--- Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.
8/13/2017	Barbara Green/teacher	Do not charge any fees to the cooperating teachers.	A/-	Although not applicable to this section of policy--- Changed in policy -- minimum qualifications for cooperating teacher

				<p>changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the "Master Mentor Advanced Credential" and at no cost to the teacher.</p>
		<p>' 126-114-Appendix E Approved Standards for Program Development and for Completion of West Virginia Approved Programs Leading to West Virginia Licensure.</p>		
8/13/2017	Barbara Green/teacher	Do not charge any fees to the cooperating teachers.	A/-	<p>Although not applicable to this section of policy--- Changed in policy -- minimum qualifications for cooperating teacher changed from requiring "Master Mentor Advanced Credential" to making it one of the evidential choices that a cooperating teacher could possess. Other qualifying attributes are listed and may be used in lieu of possessing the</p>

				"Master Mentor Advanced Credential" and at no cost to the teacher.
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Action		Type	
N	No Response	-	Negative
NA	Not Accepted	+	Positive
A	Accepted	o	Neutral

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
§126-114-5 Definitions				
2017-07-15 15:06:18	Gay Bernadette Stewart Co-director WVUteach WVU Morgantown WV	5.10.e: There is something slightly wrong in the grammar in this definition, and it makes it less clear. 5.24: at least the version on my screen seems to be missing the leading S.		
2017-07-25 12:30:23	Matthew Campbell Assistant Professor or Mathematics Education West Virginia University Morgantown WV	I have questions/concern with 5.17.a, regarding the minimum requirements for a cooperating educator. How readily available is the ability to obtain the "Master Mentor Advanced Credential" (is that what is available through, and only through, WVCPCD)? And is there a distinction between qualifying for and actually holding that credential (as "hold" is the verb used with the other things in the list). I also know there is concern, primarily with the specific areas of secondary science, that the pool of available cooperating educators could be thin if these requirements become unreasonable.		
2017-08-03 16:02:45	John Smith Special Educator Teacher Morgantown WV	This is not a good idea. Lets do the math lets say you have a teacher who gets a student teacher for 3 years and u get paid \$50 for each year for 3 years thats \$150. Then you have to renew for \$30 and take a class for \$180 thats an investment of \$210 to get your certificate renewed!! How is this a good idea I lose \$60 by doing this		
2017-08-03 16:27:49	Rhonda J. Smith Chair, Department of Contemp. Art Shepherd University Shepherdstown WV	Teachers would need to meet the following requirements: <ul style="list-style-type: none"> • qualify for Master Mentor Advanced Credential • hold a permanent teaching credential • be accomplished or distinguished on summative performance evaluation and • be selected by the principal <p>The fact that now we are expecting supervising teachers to qualify for a Master mentor Advanced Credential is disturbing not only because of the financial concerns expressed below but because many of the students within my programs do their student teaching in Maryland or Virginia and they receive outstanding mentorship from these states. If</p>		

		<p>this new rule is implemented our students and many others in the state will be forced to only receive mentoring from WV teachers. That is problematic for us.</p> <p>The four day training is only available through the WV Center for Professional Development and will cost \$180. Additionally, the educator must pay a \$30 credentialing fee to the WVDE. The credential expires after three years and must be renewed with a two day training. Only teachers with three or more years of experience qualify to take the training. THE WVCPD held the four day training in June and the training is not on their calendar for anytime soon. AFT-WV is concerned whether there will be enough educators with the credential to supervise incoming student teachers. The financial implications of this new requirement are also problematic. The compensation for serving as a supervising teacher is only \$50, paid by the student teacher's college. After paying for the mentor training and credentialing fee, teachers would actually be paying \$160 out of their own pocket to take on the additional job responsibility of serving as a supervising teacher. Thus, it is likely this policy change would reduce the number of educators willing to serve as a supervising teacher and decrease the number of possible placements for student teachers.</p>		
2017-08-03 18:37:24	Jeremy Knight Teacher Berkeley County School Martinsburg WV	<p>5.17.a The need for the supervising teacher to qualify for Master Mentor Advanced Credential is a financial burden to the lead teacher, is offered infrequently by the WVCPD and costs the educator at least \$180 plus \$30 credential fee. Also so few teachers will have it that placements will be problematic.</p> <p>Having been a supervising teacher 6 times, I have always been trained by the accredited school of the student teacher. There must be a more reasonable way to address whatever concern led to this definition</p>		
2017-08-04 09:47:53	David Lancaster Chair of Education WVU Parkersburg Parkersburg WV	<p>5.17.a. The window of time is short to enact this policy in my opinion. If this policy is to go forward it should be enacted January 1, 2019 or later to allow a proper transition time.</p> <p>How will a cooperating teacher obtain the "Master Mentor Advanced Credential"? If this is to occur by January, the vetting process seems to be far behind the policy. I know that the policy needs to have an effective date, but it seems that the plans and funding for the project are needed first.</p> <p>What encouragement or support will a teacher receive for obtaining the "Master Mentor Advanced Credential"? Currently being a cooperating teacher has little or no compensation. If you add additional requirements, then some type of compensation needs to be in place. Overall, I believe this type of policy change without compensation will lessen the quality of the current cooperating teacher pool. The excellent teachers will look at this as one more hoop to jump through and not take student teachers.</p>		
2017-08-04	Dr. Melissa Spivy Field Placement	This comment is in reference to 5.17.a. As a the person responsible for placing teacher candidates in the public schools, I am very much in favor of providing training to the		

11:08:20	Coordinator WVU at Parkersburg Parkersburg WV	mentors that will be working with our students, but I am concerned that the changes to Policy 5100 will greatly diminish the pool of mentor teachers that will be qualified and available for placement. Requiring teachers to complete the "Master Mentor Advanced Credential" will require too much time to complete and will also impose a financial burden on the teacher. Teachers will actually lose money by agreeing to take a student teacher. I am also concerned that the pool of qualified cooperating teachers will shrink even further if the state requires them to have a permanent teaching credential. I can say from my experience as a field placement coordinator that we will not have enough qualified cooperating teachers. Please review the effective date of January 1, 2018. These types of changes cannot be made by that time. I, along with other IHE representatives would be willing to work towards a possible solution. Thank you for considering my remarks.		
2017-08-04 13:14:11	Jerrie Howard Retired Teacher Point Pleasant WV	Policy 5100: I oppose Policy 5100 which requires classroom teachers to take an additional class before they can mentor a student teacher. The class, first of all, places an undue financial burden on already low-paid teachers by requiring \$180 out-of-pocket for this class. (If the class is to be required, it should be free of fees.) Secondly, the class must be offered at various times, not once a year or once every other year. To limit its availability is to limit the number of teachers available to mentor student teachers. (Im not sure this is the right form for this complaint; therefore, if it is not, please forward it to the right department. Thank you.)		
2017-08-04 13:29:41	Eric Croasmun Principal Pleasants County Schools Belmont WV	-		
2017-08-05 22:46:09	Jonathan Melhorn Jackson County Schools Ripley WV	It will be difficult to find enough mentor teachers that are willing to do the Master Mentor Advanced Credential. Ultimately, there would not be enough mentor teachers to supervise all student teachers across the state of WV. Many institutions would lose many qualified, good mentor teachers for student. The Master Mentor Advanced Credential will be time consuming and costly to the mentor teacher. Mentor teachers need to be trained but not in this manner. The policy also states that the mentor must hold a permanent teaching credential. It is our understanding that to receive this you must have a master's degree and five years of teaching. This would eliminate many mentor teachers, too.		
2017-08-06 01:59:58	Jo Pennington Dean, College of Education Ohio Valley	My concern is the revision in 5.17.a. We in OVUs College of Education are dedicated to ensuring that every student doing field and clinical experience has an excellent learning experience. The cooperating teacher is a key component. However, changing the language in this section of Policy 5100 will make it very difficult for us to arrange		

	University Vienna WV	<p>enough placements to provide the required field and clinical experiences. The first new criterion is the main problem. Requiring that each cooperating teacher hold a current Master Mentor Advanced Credential is unrealistic and unreasonable. Already, we have many benchmarks and criteria in place to ensure the quality of the cooperating teachers working with our students AND we monitor and supervise those experiences. This criterion is NOT needed and it would create a strange-hold on arranging placements. The next new criterion is also unrealistic and restrictive. In some instances, it is impossible to arrange a placement with a teacher with permanent WV certification because of factors that include scarcity of teachers in shortage areas or circumstances pertaining to the school and EPP course schedules or the cooperating teachers. We need some flexibility in this area.</p>		
2017-08-06 16:44:42	Stephanie Jones Fairmont State University Fairmont WV	<p>I have concerns about section 5.17.a. Requiring potential cooperating educator to have a Master Mentor Advanced Credential as well as a WV permanent teaching certificate stands to drastically reduce the number of educators who are willing to accept the responsibility of hosting a teacher candidate in their classrooms.</p> <p>Both credentials require educators to pay registration and/or processing fees. Additionally, the Master Mentor Advanced Credential would require renewal every three years. As a previous secondary educator, I know from experience that the educators themselves will have to pay the required fees out of pocket. It seems unreasonable to ask teachers to pay to be permitted to host a teacher candidate, especially since cooperating teachers are only compensated \$50 for hosting a teacher candidate. In essence, cooperating teachers would be paying money in exchange for additional work and responsibility--it just doesn't make sense.</p> <p>While I appreciate the efforts to ensure that cooperating teachers are well-qualified, the eligibility requirements should not financially obligate interested educators. I agree that cooperating educators should have at least three years of experience and hold an "accomplished" or "distinguished" rating on their summative assessments. However, as the revised policy stands, the financial responsibility being placed on cooperating teachers is unfair and will make this role less desirable to teachers.</p>		
2017-08-07 13:26:16	Wendy Tomlin Teacher Kananwha County Schools South Charleston WV	<p>I agree with having requirements for a teacher to supervise a college student so they receive the best possible classroom training.</p>		
2017-08-07 15:24:01	Jeffrey Carver Associate Professor West Virginia	<p>I find the new definitions related to Field based and clinical experiences to be somewhat restrictive. BY requiring all cooperating teachers to pay for and take the Master Mentor training and be rated as accomplished or distinguished on their</p>		

	University Morgantown WV	summative performance is going to place one more barrier before prospective teachers. For instance, there are very few physics teachers in any county, now in a county that perhaps only has one physics teacher, that teacher would need to meet even higher criteria in order for us to place a student with them could end up leaving the student, and the university without a potential field or clinical placement. Other high needs areas such as math or special education have a very high potential of having similar scenarios.		
2017-08-08 08:25:20	Blaine Hess Superintendent Jackson County Schools Ripley WV	5.17.a I am concerned that the Master Mentor Advanced Credential will discourage many wonderful supervising teachers to forego providing this valuable experience to student teachers. The expense involved, as well as four days out of the classroom for training, will not be well accepted by our master teachers. School principals are the best judge as to which teacher(s) in their building are best equipped to serve as supervisors to student teachers. I would expect that nearly all of those currently providing this support to student teacher rank "Accomplished" or "Distinguished" performance rating in the WV Educator Evaluation System. I urge you to eliminate the Master Mentor Advanced Credential requirement from this policy.		
2017-08-08 11:07:14	Neil King Morgantown WV	If this passes, say goodbye to future WV teachers and to student teaching placements!!!! Keep things as they are!!!! Stay out of the Educators way and allow them to be professionals!!! Stop trying to micromanage education!!!!		
2017-08-08 11:58:17	Dr. Kevin G. Cain Dean of Teacher Education Glennville State College Glennville WV	The education faculty at Glennville State College have concerns about the proposed changes in the policy which would require specific criteria in order for a teacher to have a student teacher in his/her classroom. We feel that the requirements to hold the Master Mentor Advanced Credential, the four-day training at a cost of \$180, and the \$30 credentialing fee are all hindrances to obtaining supervising teachers. We are concerned that there will not be enough educators with the credentials to supervise incoming teachers. The financial implications on the part of the prospective supervising teacher is problematic. We are concerned about the cost of training and the fact that it could fall back as a responsibility on the part of the higher education institution as well as limiting the number of sites and teachers for our student teacher placements. In many of the small rural school districts, there has already been a decline in the number of teachers because of the trend of the shrinking student population making it sometimes problematic for making student teacher placements. We feel that this part of Policy 5100 will be a detriment to educator preparation programs.		
2017-08-09 14:41:14	Terene Stiltner Assistant Professor Bluefield State College Bluefield WV	A common training program for all cooperating teachers would certainly be beneficial to higher education institutions, public schools, cooperating teachers, and teacher education students. However, requiring all cooperating teachers to qualify for the Master Mentor Advanced Credential will make it incredibly difficult for student teacher placement coordinators to find enough qualified cooperating teachers within the state. Likewise, the effective date should be changed to July 2019 to give time for the work		

		<p>group that has been working on creating a common statewide cooperating teacher training module time to complete, pilot, and implement the course. If the Master Mentor Advanced Credential stays as a qualification then there should be allowance for cooperating teachers to participate in other approved training programs such as one offered by the institution.</p>		
<p>2017-08-11 07:13:19</p>	<p>Stefan Smolski Teacher Grafton High School Grafton WV</p>	<p>The selection for cooperating teachers is vital to the field experience of prospective teachers. The majority of schools carefully select the mentor teachers. However, the requirement for both a permanent teaching certificate as well as the master mentor certification will severely limit the number of teachers available to mentor prospective teachers. While I have completed Master Mentor training to mentor new teachers, there is a distinct difference in mentoring new teachers versus student teachers. I have served as both a Master Mentor for new teachers as well as a mentor for student teachers. I do not support the requirement for Master Mentor certification.</p>		
<p>2017-08-11 09:16:16</p>	<p>Kathryn Liptak Co-Chair WV Teacher Education Advisory Council Athens WV</p>	<p>“Although the West Virginia Teacher Education Advisory Council agrees there needs to be standards for selecting cooperating teachers and supports the exploration of a common training for all cooperating teachers that meets the needs of the IHEs, CAEP requirements and those of our cooperating teachers, requiring all cooperating teachers to qualify for the Master Mentor Advanced Credential will make it incredibly difficult for student teacher placement coordinators to find enough qualified cooperating teachers. Since this credential was designed by and is offered through another entity, there is no indication that this credential will prepare cooperating teachers with the knowledge and skills needed to supervise and mentor a student teacher. It will be burdensome on the cooperating teacher as well if there is no compensation for them to attend a 4 day training.”</p> <p>“The proposed expectation that cooperating teachers hold a permanent teaching credential also limits the pool of perspective cooperating teachers particularly in high need areas and STEM classrooms where there is often only one qualified physics or chemistry teacher in the school who may not have either a master’s degree or five years of teaching experience.”</p> <p>“The effective date should be changed to July 2019 to give time for the WV TEAC work group that has been working on creating a common statewide cooperating teacher training module time to complete, pilot, and implement the eLearning course. IF the Master Mentor Advanced Credential stays as a qualification one of the two following statements should be added:</p> <ul style="list-style-type: none"> “or other approved cooperating teacher training.” “or institution-specific cooperating teacher training.” <p>Respectfully submitted on behalf of Alderson-Broadus College, Appalachian Bible</p>		

		<p>College, Bethany College, Bluefield State College, Concord University, Davis and Elkins College, Fairmont State University, Glenville State College, Marshall University, Ohio Valley University, Salem International University, Shepherd University, University of Charleston, West Liberty University, West Virginia University at Parkersburg, West Virginia State University, West Virginia University, West Virginia Wesleyan College, and Wheeling Jesuit University.</p>		
<p>2017-08-11 10:08:03</p>	<p>Sharon L Smith Professor Fairmont State University Fairmont WV</p>	<p>Please consider deleting some of the language in section 5.17a. While it is wise to have standards for host or cooperating teachers of student teachers, the language in the definition "At a minimum, the cooperating educator should possess the following criteria: qualify for the Master Mentor Advanced Credential," has implications for many problems. First, EPPs are required to do cooperating educator training for accreditation. In addition, finding enough certified cooperating teachers is difficult now. With the added requirement of a Master Mentor Advanced Credential, the number of available placements would be even more limited, especially in high need fields. Another question to ponder, is this a problem? Are there large numbers of cooperating teachers who are doing an inadequate job of mentoring student teachers? Most EPPs have safe-guards in place to minimize such a problem. While not written in the policy, information about how a Master Mentor Advanced Credential would be obtained indicates an undo financial burden on the already underpaid educators. There doesn't appear to be much of an incentive to acquire the credential, thus, fewer educators would be certified. Please delete, "qualify for the Master Mentor Advanced Credential" from this section.</p>		
<p>2017-08-11 11:25:34</p>	<p>Barbara Owens Placement/Clinical Director Fairmont State University Fairmont WV</p>	<p>In regards to policy change 5.17.a, the term cooperating educator is used to identify any teacher who works with the university to supervise a student teacher. The "Advanced Credential" is called a Master Mentor Teacher. I think that using the same term universally would cause less confusion for all. I do agree that any placement should always be made by the university in conjunction with the building principal and that the teacher should be accomplished or distinguished in their performance rating on the WV Educator Evaluation system. One of the issues at hand in this policy change is that Institutions of Higher Education are already conducting their own supervision training with cooperating teachers. We use our own assessment tools that align with our program: WV Professional Teaching Standards, etc. We must do this for our accrediting body, CAEP. To ask the public school system, who doesn't train or work with our students, is derailing the train. Also, please note that if the effective date for teachers to have completed the Master Mentor training is January 1, 2018, when would interested teachers, who want to pay out of their own pocket, have had the opportunity to attend the training? As the person at FSU who has been in charge of student teacher placements for the past 13 years, I can attest to these facts: 1. Due to more and more retirements in our state and less students entering this profession, it is not always easy making some placements. We value our program integrity and always feel that we make</p>		

		<p>the best placements with our practicing educators. 2. Asking them to pay for and participate in training to work collaboratively with our student teachers in their classroom, will undoubtedly cause us to lose many quality placements (which we desperately need). 3. Let me also give examples of fields where we desperately need placements and in many cases there is only 1 person at that school to ask-Chemistry, Foreign language, Biology. We are blessed to have a Partnership with 36 schools and even then, in some instances, we need to keep looking for cooperating teachers willing to host our students. Adding more restrictions to these requests will be detrimental to our program as well as other education programs across the state.</p>		
<p>2017-08-11 12:58:40</p>	<p>Danielle DiCarlo Assistant Director Clinical Office Fairmont State Univeristy Fairmont WV</p>	<p>While we agree that there need to be standards for teachers who host our student teachers, there are certain stipulations that will have a huge impact on making placements in the public schools.</p> <p>Here are some areas of concern:</p> <p>Host teachers would have to hold the Master Mentor Advanced Credential in order to supervise student teachers. The four day training is only available through the WV Center for Professional Development and will cost \$180. In addition to the \$180.00, the educator must pay a \$30 credentialing fee to the WVDE. The credential expires after three years and must be renewed with a two day training. Only teachers with three or more years of experience qualify to take the training. All are concerned as to whether or not there will be enough educators with the credential to supervise incoming student teachers.</p> <p>The proposed expectation that cooperating teachers hold a permanent teaching credential also limits the pool of perspective cooperating teachers particularly in high need areas and STEM classrooms where there is often only one qualified physics or chemistry teacher in the school who may not have either a masterâ€™s degree or five years of teaching experience.</p>		
<p>2017-08-11 18:59:42</p>	<p>Mary Sue Burns Pocahontas County Schools (retired) Marlinton West</p>	<p>Regarding 5.17.a - As a former cooperating teacher and long-time observer of student teacher/cooperating teacher pairs, I have to comment on the requirements. Whereas, I definitely feel that there should be common criteria for the selection of cooperating teachers and that these should insure quality mentoring. However, the requirement for the Master Mentor Advanced Credential is going to inhibit participation by many qualified teachers. This Credential requires 4 days of training at the teachers expense. There is no reimbursement or salary incentive to get this at this time. This should not be required unless there is compensation for the cooperating teacher. I also think that cooperating teachers should have at least 5 years of classroom experience.</p>		
<p>2017-08-12</p>	<p>Julie Reneau Associate Professor,</p>	<p>While the WVDE should require high standards for selecting cooperating/host teachers, I believe that requiring all cooperating/host teachers to qualify for the Master Mentor</p>		

09:42:06	Special Education Fairmont State University Fairmont WV	<p>Advanced Credential will make it even more difficult to find enough cooperating/host teachers to mentor clinical students and could negatively impact candidates in special education. The national accrediting body for special education requires that students have placements across the grade levels for which they will be certified, so clinical students in special education programs would need to be placed with several cooperating teachers with the Master Mentor Advanced Credential at specific grade levels. In addition, clinical candidates must have clinical experiences with students in all disability categories that they would be certified to teach. For the multi-categorical special education certification, these disability categories include students with learning disabilities, behavior disorders, and intellectual disabilities. This presents a two-fold problem. Not only would cooperating teachers with the advanced credential be needed at the elementary, middle, and high school levels, but also they would need to provide instruction for students in the specific disability categories required to meet national accreditation standards.</p> <p>This policy change is highly problematic in special education. Currently many special education positions throughout the state are not filled or are filled with long-term substitutes or teachers on permit. In the county where I live and for many of the surrounding rural counties in my area, special education positions are filled with substitutes and permit holders. The number of special educators who would even be eligible for the Master Mentor Advanced Credential is limited, and asking them to attend training at their own cost, and most likely over their summer vacation, will be burdensome for them. Skilled educators who might not meet all of the criteria for the Master Mentor Advanced Credential or who donâ€™t have the resources to attend the training would be unable to provide mentoring for clinical students in special education programs.</p> <p>I am concerned about the implications of this policy change if placements cannot be made or if candidates are required to travel long distances for clinical placements due to the lack of qualified educators. In a time when our state needs skilled special educators to teach our children with disabilities, this policy could deter talented individuals from pursuing the teaching field.</p>		
2017-08-12 10:52:55	Ashley Gilbert Music Educator Huntington WV	<p>I believe it is absolutely ridiculous what you are asking of teachers to do in order to be able to accept a student teacher into their classroom. Teachers do not get paid much as it is. For you to require them to obtain some other type of certification AT THEIR OWN EXPENSE is just sad and pathetic. I am in my 5th year of teaching and must work 20-30 hours at a second job in order to pay my bills. I wouldn't be able to afford everything you are asking teachers to do in order to accept a student teacher. I understand wanting to make sure that student teachers are placed into good classrooms with teachers who will truly help them know and understand as much as possible to get them ready to be a</p>		

		<p>first year teacher. However, to ask teachers to pay for all of that is unfair and is going to cause hardship on colleges to find teachers to take student teachers into their classroom. It is already a difficult task to find teachers who will take a student teacher. I have had 4 student teachers in my classroom. All of them have continued on to be fantastic teachers. 3 of them were hired almost immediately and one wished to attend graduate school and was accepted into the school of his choice easily. I believe I am a good mentor teacher and I do quite a bit outside of my requirements to ensure my student teachers are fully prepared, including working with them long after they have left my classroom. I personally would not be able to afford what you are proposing I would need to do to further accept student teachers. You would be hurting a lot of student teachers more than helping them with what you are proposing. Please reconsider what you are asking if teachers.</p>		
<p>2017-08-12 20:24:07</p>	<p>Pam Pittman Assistant Professor Fairmont State University Fairmont WV</p>	<p>While the WVDE should require high standards for selecting cooperating/host teachers, I believe that requiring all cooperating/host teachers to qualify for the Master Mentor Advanced Credential will create a hardship for universities and colleges of WV to find enough cooperating/host teachers to mentor clinical students. The implications could negatively impact candidates in many teaching areas, but especially in special education.</p> <p>The national accrediting body for special education requires that students have placements across the grade levels for which they will be certified, so clinical students in special education programs would need to be placed with several cooperating teachers with the Master Mentor Advanced Credential at specific grade levels. In addition, student teachers must have clinical experiences with special needs students in all disability categories that they would be certified to teach. For the multi-categorical special education certification, these disability categories include students with learning disabilities, behavior disorders, and intellectual disabilities. Therefore, not only would cooperating teachers with the advanced credential be needed at the elementary, middle, and high school levels, but also they would need to provide instruction for students in the specific disability categories required to meet national accreditation standards.</p> <p>This policy change is highly problematic in special education. Currently many special education positions throughout the state are not filled or are filled with long-term substitutes or teachers on permit. In many rural areas of WV, special education positions are filled with substitutes and permit holders. The number of special educators who would even be eligible for the Master Mentor Advanced Credential is limited, and asking them to attend training at their own cost, and most likely over their summer vacation, will be burdensome for them. Skilled educators who might not meet all of the criteria for the Master Mentor Advanced Credential or who don't have the resources to attend the training would be unable to provide mentoring for clinical students in</p>		

		<p>special education programs.</p> <p>I am concerned about the implications of this policy change if placements cannot be made or if candidates are required to travel long distances for clinical placements due to the lack of qualified educators. WV has 300+ unfilled special education positions. In a time when our state needs skilled special educators to teach our children with disabilities, this policy could deter talented individuals from pursuing the teaching field.</p>		
2017-08-12 22:14:33	Kara Bennett Morgantown WV	These changes will make it more difficult for future educators to be placed with host teachers in the state as student teachers. It will lead for student teachers to be sent outside of the state, making them more likely to select a permanent job outside of the state once they graduate.		
2017-08-13 07:43:04	Marsha Coakley Special Education Teacher Education Bridgeport WV	This policy out for comment is most likely going to deter a large portion of current educators who are willing to provide an opportunity to incoming teachers. This policy is NOT well thought out...		
2017-08-13 12:22:55	Harry Moke Post Retired teacher/administrator Barbour County Schools/Davis and Elkins College ELKINS WV	In section 5.17.a, the Master Mentor Advanced Credential is mentioned. I do not see the requirements to get this credential. From institutes of higher learning in the state I have read that this credential will cost educators \$180 through the WVCPD! How can you possibly justify this expense on our educators when we/they are some of the lowest paid educators in the country? Mentor teachers are carefully screened through the institutes of higher learning and are qualified to mentor student teachers put in their charge. Please reconsider this credential as it will diminish the number of educators willing to supervise a student teacher.		
2017-08-13 17:03:28	Mary Anne Mullenax ELA teacher North Marion High School Farmington WV	Making the requirements for hosting a student teacher so costly and restrictive will certainly inhibit the growth of the teaching profession. West Virginia is already facing an alarming shortage of new, qualified teachers. Making the student teaching experience even more difficult will not help to solve this problem.		
2017-08-13 17:38:53	Brenda Teacher Fairmont Wv	Asking teachers to pay for a class so they can critique student teachers is a real joke. We can get teachers to do it now very often if we pay them!!		
2017-08-13 23:40:53	Mary Pheasant Fairmont WV	Here we go again, someone has figured out another way to "legally" steal from teachers. Never mind that mentoring a student teacher has never been monetarily compensated anywhere near the level it should be for the time and effort required to do the job. Now some thieving skunk has included in this policy fees and procedures that will not only cause more work and time but will actually CHARGE the teacher to work. Clearly as this policy is now worded someone has set themselves up a position at the		

		state board because it is evident that someone will be needed for the clerical work to verify all these NEW requirements.		
2017-08-14 14:39:12	Michael Tilley Clinical Instructor West Virginia University Morgantown West	5.17.a-b: There is a lack of detail here, though that might be intentional. If this was purposely left unspecified in order to place the responsibility of selecting appropriate clinical experiences on the collaboration of the school principal and the institution supervisor, this would alleviate the potential problems I see with this. See notes for 6.4.b.3.		
§126-114-6 Professional Educator Preparation Program Requirements: Teacher				
2017-07-15 15:06:18	Gay Bernadette Stewart Co-director WVUteach WVU Morgantown WV	I am trying to understand how the document supports what I have been told in WV. It seems to be open to a different interpretation which would allow practices I have seen to be very effective in other states. 6.4.b.3 does not specify the grade level at which the hours must be completed prior to student teaching. In some other states, a small number of these hours (5 grades 3-5, 5 grades 6-8) may be completed in lower grades to allow the candidate to gain some appreciation of vertical articulation of learning before beginning their instruction experience at the 9-A level. Additionally, up to 20 hours may be completed in a college class that is an AP equivalent course. Since high school certification in WV is 9-A this would seem to be appropriate in WV as well. Surely this would be at least as good a teaching experience as that in the allowed "virtual" setting? 6.4.b.5.D did not seem to clarify this for me as it states "a minimum" which implies other levels may be possible.		
2017-08-03 15:05:19	Pam Kinzer Teacher MCBOE Princeton WV	I think it is too much to ask teachers to qualify for the Master Mentor Advanced Credential in order to supervise a student teacher. There are many, many qualified supervised teachers who do not have this credential. Not many teachers will be willing to get it just to supervise a student teacher, especially when it will cost them money in the end.		
2017-08-03 15:10:04	Isaiah Carter Logan County Schools Gilbert WV	Its difficult enough to get teachers to be mentors, and this policy will make it even harder. Teachers trying to help others should not have it cost them to do so.		
2017-08-03 15:32:58	Anita Hornor PDS Coordinator FSU PDS. Bridgeport HS Bridgeport WV	We do just fine with cooperating teachers as is. PDSchools choose only the best to serve and always approved by principal. If it ain broke don mess with it. There is much for the WVBOE to do, this seems like a money maker for the Center! Vote no for all aspects of this policy!!!!		
2017-	Julie Craig	Teachers will not pay to get student teachers. It is already hard to place them to to the		

08-03 16:08:21	Teacher Cabell County Schools Culloden WV	extra work the teacher has to do to help that student. I currently place student teachers for Marshall and only have a few teachers willing.		
2017-08-03 16:42:39	Andrew Harper Poca WV	The requirement to have a course in mentoring student teachers is ridiculous. The cost of \$180 is also ridiculous. In addition to the \$30 fee every two years for a course renewal, you will not find many educators willing to commit that type of money with our pay grade, for the privilege of helping a student teacher. I've had many student teachers and if this is a requirement I will not except anymore. As far as I can tell, this is a money making scheme support the West Virginia Center for Professional Development and the West Virginia department of education.		
2017-08-03 17:38:19	Carrie Beatty Teacher AFT Morgantown WV	Teachers have been SCREAMING for more pay or for some type of compensation equitable to a pay increase. The answer you come up with is to require more education and more out of pocket expense for those teachers who have taken on the additional responsibility of a student teacher? Who in their mind would pay to do this???		
2017-08-03 17:47:34	Tina Rimmer Teacher Williamson WV	With all due respect, I have paid for my education, I am unwilling to pay out of my pocket for someone else's. I have supervised 3 student teachers for biology and science in Southern WV. In a high need, high storage area. I have done the last one if I have to pay anything. My 10 years experience make me a Master Teacher. I doubt a 4 day workshop will improve that. This is an insult.		
2017-08-03 17:47:38	Tina Rimmer Teacher Williamson WV	With all due respect, I have paid for my education, I am unwilling to pay out of my pocket for someone else's. I have supervised 3 student teachers for biology and science in Southern WV. In a high need, high storage area. I have done the last one if I have to pay anything. My 10 years experience make me a Master Teacher. I doubt a 4 day workshop will improve that. This is an insult.		
2017-08-03 17:52:23	Bethany Miller Teacher Martinsburg WV	Requiring the additional credentials for a teacher to host a student teacher will result in fewer teachers being able to host student teachers. When that occurs, how will student teachers find placements? If cooperating teachers drop in numbers, teacher education programs will be hurt. This will not help the teaching profession in any way. Counties already use vetting processes to determine which teachers are skilled enough to host student teachers.		
2017-08-03 18:53:47	Sonya Ashby Library Media Specialist Wood County Schools Parkersburg WV	Requiring a \$180 course fee, plus a \$30 credentialing fee to get the Master Mentor Advanced Credential for extra assignment that pays a grand total of \$50 does not make financial sense for ANY educator! The amount that mentor teachers make to take on a student teacher nowhere near compensates them for the amount of work required, and now you want teacher to pay for the privilege?! I think you are going to find a SEVERE shortage of mentors for the available student teachers needing placement. The verbiage of 5.17.a requiring a "Distinguished" or "Accomplished" summative assessment needs		

		clarification. On the current teacher assessment, the administrator marks Distinguished, Accomplished, Emerging, or Unsatisfactory a total of 16 times. These are for specific criteria. There is not one box on the current assessment that gives an "overall" rating of Distinguished, Accomplished, Emerging, or Unsatisfactory. This needs clarification.		
2017-08-03 20:30:40	Erin Crouch Art Teacher Winfield High School Winfield WV	I have supervised a student teacher in the last year. It was a good experience. However, if I had to pay AND take a course, I would not have done it. There is no way that its worth it to me to pay money and take a class. Many WV teachers would feel the same, Im sure. There would never be enough teachers to take the student teachers.		
2017-08-04 01:59:22	Amy Teacher Aft Huntington Wv	As a previous teacher supervising a teacher in training I would not take on a student teacher if I had to pay to be creditentialed to take on more responsibility by supervising a student teacher. It is too much already but feel like I need to give back by supervising but if I have to pay to supervise a student teacher I will not be volunteering.		
2017-08-04 07:48:28	David Parsons Teacher Marshall County Schools Glen Dale WV	Absolutely ridiculous idea. How you forget what it is like to be in the classroom. We need to support our teachers not add more administrarive duties		
2017-08-04 07:59:37	Julee Strahler Retired teacher AFT Charleston WV	If teachers are required to obtain special certification in order to have a student teacher in their classroom and must attend special training pay for this certification out of their own pocket there won be enough teachers eligible to host student teachers!		
2017-08-04 08:12:34	April Burkhammer 3rd grade Jefferson County schools Shenandoah Junction WV	I am very saddened by these proposed changes. I have had 2 student teachers in the past 4 years. It was a great experience, but with this required training and certification I would not be able to do this. I can afford extra endorsements and to require it to be renewed every 3 years is crazy. You will eliminate the pool of good, qualified teachers. What will happen when student teachers can find placements? Im a field where there is already a shortage that just seems silly. Please reconsider the effects this change will have on our future.		
2017-08-04 12:02:34	Amy Teacher Aft Huntington Wv	As a previous teacher supervising a teacher in training I would not take on a student teacher if I had to pay to be creditentialed to take on more responsibility by supervising a student teacher. It is too much already but feel like I need to give back by supervising but if I have to pay to supervise a student teacher I will not be volunteering.		
2017-08-04 12:19:28	Julie Gibson Principal Martin Elementary School, Wood	This bill puts undue financial and time hardships on the teachers to get certified. I agree with the Masters Degree requirement to be a mentor teacher.		

	County Parkersburg WV			
2017-08-04 12:59:28	Jennifer goode 2nd grade teacher Ripley elementary Ripley WV	While I feel it is important for cooperating/surpervising teachers to be highly qualified, I feel that the additional training of the Master Mentor Credential Training is not necessary for a surpervising teacher to be effective. I understand that this is a training that would require time and money on the surpervising teachers part. I have mentored many student teachers and most of them are in full time jobs. I do not feel this extra training is necessary and that you would lose many excellent mentor teachers if this were to pass. Thank you, Jennifer Goode		
2017-08-04 13:29:41	Eric Croasmun Principal Pleasants County Schools Belmont WV	It will be very difficult to find enough mentor teachers that are willing to to the Master Mentor Advanced Credential, as it is a time consuming program. Ultimately, colleges would not have enough mentor teachers to supervise all of their student teachers. We would lose many qualified, good mentor teachers. Many teachers that would not meet these requirements are very good mentor teachers.		
2017-08-06 01:59:58	Jo Pennington Dean, College of Education Ohio Valley University Vienna WV	These revisions are mostly for clarity and they are good. The change in special education requirements are fine.		
2017-08-06 07:13:22	Melissa K. Armann Teacher Wood County Schools Parkersburg WV	I am very concerned about requiring cooperating educators to qualify for the Master Mentor Credential. This would require four days training and cost teachers additional money. It is my understanding that this training is only offered by the CPD and costs \$160. When serving as a cooperating educator I am paid \$100 which obviously would cover the cost of this additional training. I feel that this would make it even more difficult for the colleges to find teachers willing to work with student teachers.		
2017-08-06 08:55:14	Suzanne Ernstes Teacher Monongalia county Morgantown wv	You will have a serious shortage of placements for preservice teachers in WV. Having such a low salary now, teachers can not afford to pay the money to be certified mentors. Usually host teachers receive 50-150 dollars to mentor, no one would be willing to train for so many days and pay 180 + 30 more, that just doesn make sense. How could you ask a person to give up their time and money then take on an additional job for no compensation?		
2017-08-06 09:21:52	Kim Wilhelm Paraprofessional Reedsville WV	I am currently in achool to finish my teaching degree. I am supposed to do my student teaching in the fall. By requiring teachers to pay to host student teachers is unfair. We will lose host teachers and then how will student meet the requirements to finish school? There is such a shortage as it is with teachers. My county alone has 10+		

		positions open for special esucation. One of the main reasons I chose to go. Ack to school to complete my degree. Please rethink this requirement.		
2017-08-06 09:40:09	Heather Lewis WVU Student Teacher Bruceton School Bruceton Mills WV	I think that making teachers pay to have student teachers will make teacher not want student teachers and therefore will lead to an even bigger shortage of teachers. As a student teacher, I can tell you from experience that we need good teachers to mentor our future teachers! Teacher don make enough money now as it is, and to make them pay for this training is simply ridiculous. Please do not pass this.		
2017-08-06 11:41:12	Kim Wilhelm Paraprofessional Reedsville WV	I am currently in achool to finish my teaching degree. I am supposed to do my student teaching in the fall. By requiring teachers to pay to host student teachers is unfair. We will lose host teachers and then how will student meet the requirements to finish school? There is such a shortage as it is with teachers. My county alone has 10+ positions open for special esucation. One of the main reasons I chose to go. Ack to school to complete my degree. Please rethink this requirement.		
2017-08-06 11:51:08	Kim Wilhelm Paraprofessional Reedsville WV	I am currently in achool to finish my teaching degree. I am supposed to do my student teaching in the fall. By requiring teachers to pay to host student teachers is unfair. We will lose host teachers and then how will student meet the requirements to finish school? There is such a shortage as it is with teachers. My county alone has 10+ positions open for special esucation. One of the main reasons I chose to go. Ack to school to complete my degree. Please rethink this requirement.		
2017-08-06 11:51:13	Holly Teacher Bruceton Mills Wv	Please do not pass this. It is absolutely ridiculous. If this is passed, college students, that have worked extremely hard, will have no classroom to finish their education. Such a bad idea!		
2017-08-07 09:02:53	Teresa Quinn Teacher Bruceton School Bruceton Mills WV	This entire process seems absurd on almost every level. One reason is the teachers do not have money to pay for classes and certification. Teacher budgets simply don provide money to waste on this. Plus, why would we spend more than we get in return for having a student teacher in a classroom? Please don tell me that you would raise the cost for a college students. Thats already phenomenal. Another reason not to start this certification process is the time. Teachers don have time to take classes for things like this. What are you thinking?		
2017-08-07 10:40:58	Jeanna Plumly Teacher Parkersburg West	Hi! I was reading an email sent by the union last week concerning a policy update for teachers in charge of student teachers. I can find the email now but I know it indicated that one of the stipulations to having a student teacher would be that the cooperating teacher have "master mentor" credentials. The email also addressed concerns about the timing and cost of master mentor credentials. I thought it may be important to mention to you that I was an initially certified mentor (which I was reimbursed for course and travel by our county board) but when it was due to renew (this summer), I sent a request to the Wood County board office requesting that the board pay for the renewal course for me (I think it was \$100) and		

		<p>was denied. In the request, I believe I mentioned I would be willing to go without stipend or travel reimbursement. The request was denied due to "funding availability". I found it saddening that they were willing to pay for that initial coursework but were not willing to help pay for me to take the training to have a permanent certification.</p> <p>It seems that our board likes to waste money on things (or people) and then change directions.</p> <p>My only point is- if that policy is changed to include Master Mentors only, our county won help pay for it.</p>		
2017-08-07 13:26:16	Wendy Tomlin Teacher Kananwha County Schools South Charleston WV	If a new program is required for teachers to complete as part of holding a credential, I believe that the cost should be covered by the county or the state. I feel it is wrong to have the participating teacher cover the cost because in the long run, the teacher will be losing money. Teachers are only paid approximately \$50-100 to have a student teacher depending on the number of weeks. With that being said, the cost for this program is high. Many cooperating teachers will more than likely not go through this new training, thus losing valuable teachers for these student teachers to learn from.		
2017-08-08 04:03:48	marsha nagy teacher Mason Co. Schools RUTLAND OH	I'll leave one comment, here, about the 5100 policy suggestion. It sounds like one more expensive hoop for teachers to help make a difference to future teachers. Have we had bad teachers training our interns? Surely, at this time, all people in control of where student teachers are placed, know which staff is worthy and who is not. No? Please do not move this policy anywhere except to the garbage.		
2017-08-08 08:01:01	Allie Swiger STUDENT Fairmont State University Fairmont WV	I don't believe requiring potential mentor teachers to pay for additional training to take on a student teacher is beneficial for the student teaching experience. Host teachers are not compensated a lot for taking on a student teacher that already requires additional work load onto their daily burdens. If teachers were to be required to pay out of pocket for these trainings that expire so quickly, the state will experience a shortage in host teachers which would limit the amount of student teachers in our state. Potential teacher candidates would be better served out of state rather than in West Virginia if this were to be approved. Please do not let this policy move forward!		
2017-08-08 11:58:17	Dr. Kevin G. Cain Dean of Teacher Education Glenville State College Glenville WV	The education faculty at Glenville State College have concerns about the proposed changes in the policy which would require specific criteria in order for a teacher to have a student teacher in his/her classroom. We feel that the requirements to hold the Master Mentor Advanced Credential, the four-day training at a cost of \$180, and the \$30 credentialing fee are all hindrances to obtaining supervising teachers. We are concerned that there will not be enough educators with the credentials to supervise incoming teachers. The financial implications on the part of the prospective supervising teacher is problematic. We are concerned about the cost of training and the fact that it could fall back as a responsibility on the part of the higher education institution as well as limiting		

		the number of sites and teachers for our student teacher placements. In many of the small rural school districts, there has already been a decline in the number of teachers because of the trend of the shrinking student population making it sometimes problematic for making student teacher placements. We feel that this part of Policy 5100 will be a detriment to educator preparation programs.		
2017-08-10 09:44:38	Joy Teacher North marion Farmington WV -	We would not have enough host teachers.		
2017-08-10 09:44:42	Joy Teacher North marion Farmington WV -	We would not have enough host teachers.		
2017-08-10 11:26:59	Nicki Parrish Counselor mountaineer middle school Bridgeport WV	These requirements are over the top. A four day training and a cost of \$180, plus a \$30 credentialing fee? Plus it expires after three years and another two or three day training is required to renew? By approving this, you are just asking for teachers and schools to no longer be willing to supervise student teachers. I agree that there needs to be standards in place to host a student teacher, but this is too much, and the people who will be affected the most will be the student teachers, when they can find a placement because teachers are not willing to do what is required in order to supervise them.		
2017-08-10 14:56:52	Beverly Michael Professor of School & Community Health Fairmont State University Fairmont WV	These requirements are punitive to potential host teachers and will be damaging to the relationship between institutions of higher learning that seek placements for teacher candidates and public school sites when host teachers no longer wish to accept the extra work load of supervising teacher candidates and completing the required mountain of paperwork. Many if not all of the truly GREAT host teachers will step back from this task if they are not recognized financially and professionally. This will certainly dismantle PDS relationships.		
2017-08-10 19:29:51	Barbara Cale Music Teacher Harrison County Schools Clarksburg WV	There are already systems in place through the national accreditation agencies to ensure student teachers are put into placements with highly qualified teachers. This policy will only serve to create an even greater strain on public education in West Virginia, that already has problems filling teaching vacancies with qualified professionals.		
2017-08-10 22:08:32	Emily Moore Teacher Harrison County Schools Bridgeport WV	The proposed policy would require that host teachers complete a four day training through the Center for Professional Development (\$180), pay the cost of hotel accommodations for the duration of the training, obtain a "Master Mentor" credential on their license (\$30), hold a permanent teaching certificate, along with other criteria. This credential has to be renewed every three years with an additional two day training (training fee + accommodations). While host teachers do get paid a stipend to take student teachers and clinical students, it does not match the amount necessary to cover		

		<p>these additional costs - not to mention the extra time it takes out of their day to complete the necessary paperwork to document the progress of the teacher candidate.</p> <p>There are already systems in place through the national accreditation agencies to ensure student teachers are put into placements with highly qualified teachers. This policy will only serve to create an even greater strain on public education in West Virginia, that already has problems filling teaching vacancies with qualified professionals.</p>		
2017-08-11 06:54:30	Victoria Haley Teacher/director/state chairperson Education Clarksburg WV	I have helped train many student teachers. The requirements for veteran teachers to PAY to receive training and renew every 3 years in ludicrous. We are doing the job every day. We discuss how to be a teacher in real classrooms. Students no longer have the benefit of teaching their own classmates and must learn to put the concepts they learn in school to work.		
2017-08-11 10:40:39	Carla Warren Director of Teacher Programs WV Center for Professional Development Charleston West	<p>Proposed changes in the policy would require specific criteria for a teacher to have a student teacher in their classroom.</p> <p>Teacher would need to meet the following requirements: Meet one or more of the following requirements:</p> <ol style="list-style-type: none"> 1. Provide certificate verifying eligibility for Mentor Teacher Advanced Credential (Two (2) days or 15 clock-hours of professional development offered by the West Virginia Center for Professional Development after June 1, 2006) (Valid for 3 years) 2. Provide certificate verifying eligibility for Initial Master Mentor Teacher Advanced Credential (Four (4) days or 30 clock-hours of professional development offered by the West Virginia Center for Professional Development after June 1, 2006) (Valid for 3 years) 3. Hold current National Board Certification 4. Provide certificate verifying completion of Coaching for School Improvement session (Two (2) days or 15 clock-hours of professional development offered by the West Virginia Center for Professional Development) <p>And must meet all the following requirements:</p> <ol style="list-style-type: none"> 1. Hold a permanent teaching credential 2. Be accomplished or distinguished on summative evaluation 3. Be recommended by building principal 		
2017-08-11 16:17:06	Lori Hausvater Educator Harrison Co. Board of Education Shinnston WV	I do not believe that this measure will in any way benefit student teachers. I honestly believe that this policy will cause an even bigger decline in host teachers, therefore inhibiting student teachers from being able to enter the classroom to gain experience before graduating. No teacher is going to take 4 days and \$180 to take a course to be able to host a student teacher. This is absurd.		
2017-	Cynthia rosencrance	I do not agree with the fees associated with this program. It seems to me that this will		

08-11 19:39:14	Flemington Wv	lead to less student teacher availability		
2017- 08-11 19:48:27	Simmons Teacher Flemington WV	There is already a procedure in place. Why make teachers pay more for the same service. Just vote no		
2017- 08-11 21:35:14	Kat Jones Teacher Jackson County Schools Parkersburg WV	I have had several student teachers underneath me and I put 100% effort in raising them as a teacher in a true school setting. I mentored them, gave them suggestions, offered support, and recorded their teaching on a regular basis. I work harder with a student teacher than I do in my own teaching! This legislature is a joke; if anyone has been on the side of the mentor teacher, they would know where I am coming from. Principals and Colleges should be thrilled that a senior teacher would go outside of her comfort zone and have another individual in his/her classroom taking over with little if any teaching skills....trying to teach the student teacher and the students in the classroom. Instead, mentor teachers should attend classes, take days off and pay for accommodations ? Vote NO!		
2017- 08-12 08:56:56	Josh Brown HURRICANE WV	This proposed policy will only penalize teachers while also costing them more money. There are already existing programs in place by the national accreditation agencies to ensure student teachers are placed with highly qualified teachers. This proposed policy only adds unnecessary burdens and is, honestly, useless and unneeded.		
2017- 08-12 14:54:01	Janie Merendino Curriculum specialist Fairmont Wv	Oh my goodness! Who came up with this plan? Do those people think having a student teacher makes the host teachers day easier? Having a student teacher is additional work! Number one what they need to know does not get taught in higher ed, number 2 you have to model, discuss , reflect, plan - all in addition to your regular day! Its like doing everything twice! Great mentor teachers know this. I fear only those host teachers looking for a substitute in their room will pay these fees! Do not enact this policy!		
2017- 08-12 20:50:51	Debra Rogers Teacher Bridgeport Wv	This will cut back on the number of teachers willing to work with student teachers. The required training involves our time as well as money that will not be returned. I enjoy working with future teachers. But this would keep me from continuing to accept student teachers in my classroom.		
2017- 08-12 20:51:02	Sam Brunett Art Teacher Morgantown WV	Well, as a distinguished teacher with twenty five years experience, it looks like I will no longer be taking student teachers if these measures pass. I do not have the time or the money to finance the Center for Professional Development. You can not expect teachers to fill in the financial gap where the legislature has failed.		
2017- 08-12 21:43:41	Kay Mason Teschler	I have grave con cents regarding the proposed changes to policy 5100. I have previously and am currently serving as a mentor for student teachers to do their student teaching in my classroom. PLEASE DO NOT make the new training		

	WCEA Waverly West			
2017-08-13 00:52:14	Desiree Clarksburg WV	Asking mentor teachers to pay for a training and certification in order to have student teachers in their classroom is ridiculous. The stipend that we get to host a student teacher is negligible as it is and would. It even cover the cost, let alone the inconvenience of time away from our classroom and families. If you want to require extra training and certifications, at the very least, it should be paid for by the universities or the state.		
2017-08-13 12:30:40	Jennifer K Glaspell Math Teacher Taylor County Board of Education Grafton WV	Why would any teacher want to host a student teacher when it cost them money out of pocket? What a joke!!		
2017-08-13 13:12:44	Michelle Jones Special education teacher Princeton WV	Teachers should not have to pay in order to volunteer to take on a larger workload that is ultimately going to benefit WV schools. The current requirements of having been a licensed teacher with at least 3 years experience in that content area should serve as a prerequisite for supervising student teachers. If the state feels the these teachers need training then it should be provided free of cost. At least don make us pay for it. Make it voluntary with no stipend if you must; however I feel teachers should be paid for it.		
2017-08-13 13:48:59	Sarah Young Mrs. Lincoln High School Bridgeport WV	I have been considering taking on a student teacher, but this policy discourages my interest. I am aware that some additional training may be required to be sure student teachers receive the best and most educational experience possible. However, being required to pay for this training and to not receive full compensation for it will cause many teachers like myself to refuse a student teacher. This will then result in fewer student teacher positions to be available, which will then discourage potential teachers from becoming teachers. It feels as though this would make becoming a teacher even more difficult than it already is when we need to be focusing on how to get more qualified teachers into our classrooms.		
2017-08-13 17:03:47	Sheila R. Hawkins teacher North Marion High School Farmington WV	I have been a teacher in West Virginia for 36 years and have hosted multiple student teachers. While I understand there is a need for proper guidance of future educators, I feel these requirements will keep MANY qualified mentors, myself included, from being willing or able to host a student teacher. The colleges and universities pay a very small stipend to a host teacher; in most situations teachers would have to host four student teachers to be ahead in the mentoring game. Most of the teachers I know host student teachers because it benefits the teacher candidate, not for the financial gain, but I see many of them no longer hosting if the requirement of Master Mentor Advanced Credential remains as proposed.		
2017-08-13	Barbara Green Teacher	The cooperating teacher should not be required to pay for anything extra. You will be killing the student teaching program if you require anything extra from the cooperating		

17:43:05	Elkins Wv	teacher that has a fee.		
2017-08-13 18:05:43	Candi Thomas Teacher Marion county Fairmont WV	This will cost teachers money that is no longer reimbursed by counties. We have a teacher shortage now and kids are not going to graduate if they only have a few schools that can host student teachers.		
2017-08-13 20:32:21	Lisa Martin Teacher Randolph County Schools Elkins WV	While some training and minimum requirements are a good thing please consider whether these requirements make sense.		
2017-08-13 22:19:59	Julia Yearego Teacher Lincoln High School Shinnston West	The additional costs required to support the proposed training of teacher mentors will absolutely negatively impact the teacher programs at our state schools. Very few teachers will have the resources to pay for this training and will result in few options for student teachers. This is just another layer of unnecessary bureaucracy that will damage the very concept it supposes to support.		
2017-08-14 08:44:42	David Keith Grubb Band Director Robert C. Byrd High School Clarksburg WV	The costly requirement that is being proposed that teachers must attend and pay for a four day training in order to host student teachers is absolutely ludicrous. First, the cost to take the course far exceeds even the most generous compensation. The most I have ever received for hosting a student teacher has been \$150. Second, in order to be hired as a teacher I was required to take a certain number of collegiate level credits, amounting to a five year collegiate education, which included classes in content, pedagogy, and educational psychology. Requiring this four day course suggests that the education that I received by a major university was insufficient to prepare me to host a student teacher. Third, the main benefit of student teaching is to garner classroom experience. What in this four hour course will enhance that provision? Finally, I have had five student teachers in the course of my teaching career. Three of these are gainfully employed as public school educators, one was employed at a Catholic school and is now pursuing a masters degree, and the most recent is presently in the process of searching for a job. I feel as though the experience my student teachers garnered under my cooperation has been beneficial and sufficient.		
2017-08-14 08:50:38	Alyson Teacher Fairmont WV	When a teacher agrees to host a student teacher, that teacher is basically volunteering their time. Hosting a student teacher is difficult and time consuming. Being required to take a class with fees attached in order to host a student teach will limit the number of host teachers available. If there is an issue with host teachers not doing their jobs as a host teacher, maybe the college liaison should do their job and pull the student teacher from that host and find another. A course on how to host a student teacher is not going to help.		
2017-08-14	Carla Brigandi Assistant Professor	First, in section 6.3.i Special Education Programs, gifted and talented special education programs should align with the National Association for Gifted Children		

14:29:28	West Virginia University Morgantown WV	<p>(NAGC)/Council for Exceptional Children (CEC) preparation standards. These standards are slightly different from the CEC special education standards (see http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf).</p> <p>Second, in section 6.3.i Special Education Programs, the suggested changes blur the line between special education and curriculum and instruction. The intensive focus on academic content acquisition (15/30 hours, which is 50% of the program!) will make it difficult to find time to teach pre-service and in-service special education teachers the many specialized and often cross-curricular strategies, techniques, and pedagogical approaches that help students with special needs realize their academic potential. Additionally, the added stipulations regarding academic content knowledge acquisition fail to take into account that special education students are not a homogenous group. For example, students with gifts and talents will rarely need help with phonemic awareness. A good compromise is to keep the generalized statement that "Programs must include designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject area content of the general curriculum" but remove the specific requirement for 9-credit hours in reading and 6-credit hours in math.</p>		
2017-08-14 14:39:12	Michael Tilley Clinical Instructor West Virginia University Morgantown West	<p>6.4.b.3: The sentence structure makes this impossible to interpret. This section needs to be rewritten very carefully. 6.4.b.5 touches on the same topics (and perhaps should be combined somehow with 6.4.b.3) but still doesn't resolve the interpretation problems. See also the note for 6.4.b.5.</p> <p>"in each area in which they are seeking an endorsement"</p> <p>> In context, the reference for this is unclear. Does this refer to the area of certification for the [cooperating] teacher (i.e., that a candidate seeking chemistry certification must complete field experience with a teacher who is certified in chemistry), or does it mean that the candidate must complete 125 hours of field experience in a chemistry classroom (i.e., if the student wanted to certify in both chemistry and physics, that would require 125 hours in a chemistry classroom with a chemistry-certified teacher and 125 additional hours in a physics classroom with a physics-certified teacher)?</p> <p>> if this means that dual-certification requires 250 clinical hours, this policy would effectively destroy the entire state's ability to create teachers with multiple certifications.</p> <p>> it would make more sense to require the</p> <p>"or the university supervisor in which the field experience is occurring"</p> <p>> does this mean that the field experience can be complete under the supervisor, or does this mean that the [cooperating] teacher's licensure status is irrelevant as the university supervisor approves of using that teacher regardless of licensure</p>		

> field experience doesn't occur in a supervisor, so it's not clear what that means.

If the candidate is seeking certification in chemistry, is the clinical experience sufficient:

- a. only with a chemistry-certified cooperating teacher in a chemistry classroom?
- b. in any classroom with a chemistry-certified cooperating teacher?
- c. in a chemistry classroom with any certified cooperating teacher?
- d. in a science classroom with any science-certified cooperating teacher?
- e. in any classroom with any certified cooperating teacher?

If (a), this has the potential for the worst disaster. Generally, the more restrictive this is, the harder it is to create teachers. If the number of qualified cooperating educators in one certification area is extremely low, this severely inhibits the ability of all EPPs statewide to certify teachers in that area. Worse, this creates a "death spiral" feedback loop: the fewer teachers of (for example) chemistry who have the MMAC and meet other requirements, the fewer new chemistry teachers the state can create.

And what about schools where there are only one or two chemistry classes per day?

Can clinical experience in the same teacher's physics classes count? If not, students will be unable to achieve the number of area-specific hours of clinical experience required for certification. We have scores of schools in which teachers teach both physics and math or both physics and chemistry, and poor wording of this section and/or well-intentioned but pragmatically-prohibitive policies could make it almost impossible to produce new teachers in these kinds of certification areas.

6.4.b.5:

"The clinical experience must be completed under the direction of a teacher licensed to teach in the state and in the content in which the candidate is seeking an endorsement, issued by the state's authorized agency."

1. "Issued by the state's authorized agency" is in a different place (modifying something different) than in 6.4.b.3. What is it supposed to modify? Is this phrase even necessary considering the definitions given earlier?

2. "in the content in which the candidate is seeking an endorsement": does this refer to the licensure area of the teacher or to the area of the clinical experience?

Sentence structure does not allow for differentiation between these two possibilities. See notes on 6.4.b.3 for further explanation.

Does "The candidate must be assessed during the clinical experience in all specializations for which s/he is requesting licensure" mean that a candidate can be dual certified in chemistry and physics if s/he is working under a cooperating teacher

		who is teaching both chemistry and physics, and do so with only 125 hours as long as both areas are assessed? It makes no sense to say "œall" here if each sought certification area requires its own 125-hour clinical placement. Please clarify somewhere in 6.4.b.		
2017-08-14 15:06:08	Cathie Metheny Mrs. fairmont West	As a master mentor trainer for WVCPD, I can tell you that with their budget slashed two years in a row, they can provide the training needed to train every potential teacher in every school. Many of the participants in the training are newly retired teachers. Teachers will not pay the \$180 fee, the renewal fees, the the money required to submit the form to receive \$50 to host a preservice teacher.		
2017-08-14 15:30:59	Lisa Reese Teacher Big Elm Elementary Shinnston WV	As a teacher who has mentored student-teachers for over 25 years, I find this policy offensive. The colleges who have asked me to accept a student-teacher have observed my teaching and have found it to be beneficial for the student. In making these proposed changes, you are, in effect, saying the college in which I graduated from, and the colleges sending students to me have no knowledge of which they speak and cannot be trusted to choose appropriate cooperating teachers. Add to these insults, the cost of a class to be trained to do something I have been doing successfully for years. Why not look at data seeing if my former students have gotten jobs and if they are successful? Over 85% of all my student-teachers are currently teaching and have stayed with their first school over 5 years. Please do not burden us or the student-teachers with this absurdness. A better idea might be to come to our classes and observe what is going on. If you believe there is a problem with the system, use your valuable time to see how we use our valuable time.		
§126-114-10 Additional Program Requirements				
2017-08-03 15:05:19	Pam Kinzer Teacher MCBOE Princeton WV	I don think it is necessary for a teacher to hold a permanent teaching certificate in order to supervise a student teacher. There are many teachers without permanent certificates who are perfectly capable of supervising student teachers. I think this extra requirement will lower the number of placements available to students, and create logistical issues for some student teachers.		
2017-08-03 23:11:33	Tally Mainland Math teacher Duval pk-8 Griffithsville WV	I oppose the additional requirements for student teachers. Classroom teachers have a job, but they take on student teachers because they themselves are teachers. These additional requirements only serve to reduce the number of would be teachers finding a mentor. I don understand how a week or less of training would teach experienced classroom teachers to teach student teachers. Additional requirements is not like to improve quality. In fact it will increase bearocracy and reduce quality.		
2017-08-04 13:29:41	Eric Croasmun Principal Pleasants County	-		

	Schools Belmont WV			
2017-08-06 01:59:58	Jo Pennington Dean, College of Education Ohio Valley University Vienna WV	These revisions are fine.		
2017-08-10 14:56:52	Beverly Michael Professor of School & Community Health Fairmont State University Fairmont WV	These requirements are punitive to potential host teachers and will be damaging to the relationship between institutions of higher learning that seek placements for teacher candidates and public school sites when host teachers no longer wish to accept the extra work load of supervising teacher candidates and completing the required mountain of paperwork. Many if not all of the truly GREAT host teachers will step back from this task if they are not recognized financially and professionally. This will certainly dismantle PDS relationships.		
2017-08-11 06:55:52	Barbara Allison Teacher Nea Clarksburg Wv	The colleges have a hard enough time getting teachers to have student teachers. Adding cost t,this when we are under paid will make it impossible to find teachers for this program.		
2017-08-12 14:54:01	Janie Merendino Curriculum specialist Fairmont Wv	Oh my goodness! Who came up with this plan? Do these people think having a student teacher makes the host teachers day easier? Having a student teacher is additional work! Number one what they need to know does not get taught in higher ed, number 2 you have to model, discuss , reflect, plan - all in addition to your regular day! Its like doing everything twice! Great mentor teachers know this. I fear only those host teachers looking for a substitute in their room will pay these fees! Do not enact this policy!		
2017-08-12 21:43:41	Kay Mason Teschler WCEA Waverly West	Training mandated for supervising teachers. This will cause a grave shortage of available classrooms for these students to finish their teachers program. I, for one, will NOT to the training as I hold 2 Masters degrees and have cup years experience in the classroom. I		
2017-08-13 12:21:49	Diane Burnside Retired Principal Fairmont WV	I do not agree with the new requirement to hold the Master Mentor Advanced Credential in order to supervise student teachers. There is limited training available that would decrease the number of possible placements for student teachers. Please revisit this change in policy to create a common statewide training module to benefit everyone.		
2017-08-13 17:43:05	Barbara Green Teacher Elkins Wv	Please do not charge any extra fees to the cooperating teachers. We already have a teacher shortage in this state, and it will make it nearly impossible to find enough teachers to host student teachers in their classroom.		
2017-08-14	Adrin Fisher Teacher	As a teacher, I am concerned with the proposed requirements to host a student teacher/intern. I do feel it is necessary to be a good teacher in order to teach others to		

08:07:31	Fairmont Senior High School Fairmont WV	teach: the permanent certification, the accomplished on the WVEIS evaluation, and the selection by the principal are all GOOD requirements. However, having to repeat the Mentor Class offered by the WVCPD every three years is unnecessary. My mentor credential is expiring and the course I needed was only offered once this past summer, 2017. I was unable to attend due to prior obligations so I had to let that credential lapse. Mentor teachers are not currently recognized or paid in my county, so it seemed fine to let it lapse. Under this policy revision, however, I would not be permitted to host a student teacher. By the way, according to what I have seen, the WVCPD class costs are rising (\$180 is the amount Ive seen for this mentor renewal class), but when I hosted a student teacher from FSU last fall, I received a check for \$75. I would have to have student teachers once a year for 3 years to *almost* make the money back I spent on the mentoring class. Now, I think its safe to say that most teachers are not in the field for the money. Even so, lets not burden teachers (who often spend their own money on classroom supplies) unnecessarily.		
§126-114-14 Annual Report and Performance				
2017-07-15 15:06:18	Gay Bernadette Stewart Co-director WVUteach WVU Morgantown WV	14.5 seems unusual now in that there is only a 14.5.a, the old b has been struck. Seems like this could now be a single statement? 14.6 routinely refers to "low performing" which was previously mentioned in 14.5.b. "Low performing" is effectively defined in 14.6, so perhaps 14.6 could be revised to introduce the definition of "low performing", and so it no longer seems to be referencing multiple things from 14.5?		
2017-08-03 15:10:04	Isaiah Carter Logan County Schools Gilbert WV	Evaluations are subject to the evaluators personal feelings and local politics. This should not be a part of any decision making process.		
2017-08-04 13:29:41	Eric Croasmun Principal Pleasants County Schools Belmont WV	-		
2017-08-06 01:59:58	Jo Pennington Dean, College of Education Ohio Valley University Vienna WV	Fine		
2017-08-13	Barbara Green Teacher	Do not charge any fees to the cooperating teachers.		

17:43:05	Elkins Wv			
§126-114-Appendix D Programmatic Levels and Specializations Recognized on the Professional License				
2017-08-04 13:29:41	Eric Croasmun Principal Pleasants County Schools Belmont WV	-		
2017-08-05 08:27:16	Corinne Scurlock Supervisory Aide/BA AFT Beckley WV	ALL the Teachers and Instructors and Classroom Support staff that I have worked with over the years have spent countless dollars on the classroom and for the students without being reimbursed. Many of the things purchased should have been supplied by the school or state but was not. In many rural communities the parents or guardians do not have the resources available to supply the basic needs, this is where we step in and spend our own money. Now you are asking us to spend more so more responsibility can be placed on an already overworked UNDERPAID teacher. Paying for the privilege of having more responsibility and working harder does not sound plausible. Teachers and support staff are mistreated already; why pay for this experience?		
2017-08-06 01:59:58	Jo Pennington Dean, College of Education Ohio Valley University Vienna WV	Fine		
2017-08-13 17:43:05	Barbara Green Teacher Elkins Wv	Do not charge any extra fees to the cooperating teachers.		
§126-114-Appendix E Approved Standards for Program Development and for Completion of West Virginia Approved Programs Leading to West Virginia Licensure				
2017-08-04 13:29:41	Eric Croasmun Principal Pleasants County Schools Belmont WV	-		
2017-08-06 01:59:58	Jo Pennington Dean, College of Education Ohio Valley	Fine		

	University Vienna WV		
2017- 08-13 17:43:05	Barbara Green Teacher Elkins Wv	There is a teacher shortage in WV. If you charge the cooperating teachers fees, or require them to take classes to be a cooperating teacher, you will discourage teachers from allowing student teachers in their classrooms. This is will not help our colleges and universities graduate teachers.	