

**Policy 5901, Regulations for Alternative Certification Programs for the Education of Teachers
Comment Log**

September 14, 2018 to October 15, 2018

Action

A/S Comment was accepted and supports the proposed policy.

A/C Comment was accepted and resulted in changes to the proposed policy.

N Comment was not accepted.

Date	Commenter	Comments	Action	Rationale
§126-161-1. General.				
10-09	Susan, Fairmont State University, Associate Professor, Higher Educator, Fairmont, WV	The current policy (p. 19) states that Alternative Certification (AC) candidates employed by a school district may be recommended for an initial teaching certificate by that school district upon successful completion of coursework and school requirements. The problem is that candidates can complete only six (6) credit hours and receive full licensure - the same credentials as any undergraduate who completes an education program (120 credit hours plus up to \$1,500 in tests).	N	<p>Response 1: W. Va. Code §18A-3-1f, §18A-3-1g, and §18A-3-1h establish eligibility criteria, which includes, but is not limited to, candidates receiving, from a county superintendent, a formal offer of employment in an area of critical need and shortage. An area of critical need and shortage is a vacancy, posted at least twice (or for a total of 10 days) with no appropriately certified applicants. Only school districts with qualifying vacancies and state-approved alternative certification programs for those endorsements may consider offering employment to individuals who do not hold a professional teaching certificate.</p> <p>Response 2: W. Va. Code §18A-3-1c, §18A-3-1g, and §18A-3-1h establish requirements for alternative program instruction for classroom teachers and identify a requirement that an alternative program for teachers include a minimum of six credit hours or six staff development</p>

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				<p>hours of instruction. Special education programs require that additional topics including content preparation for the West Virginia Board of Education (WVBE) required exams be included.</p> <p>Response 3: Policy 5202 changes effective December 11, 2017 changed conversion criteria for a professional teaching certificate to result in alternative certification program completers applying for a non-transferrable provisional teaching certificate and working to meet additional criteria over the course of two to three years to acquire an initial professional teaching certificate.</p>
10-09	Ned Radulovich, Fairmont State University, Prof., Higher Educator, Fairmont, WV	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? rnrn rnrnPolicy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. rnrn rnrnA higher quality	N	<p>See Response 1. See Response 2. See Response 3. Response 4: Those who hold a provisional teaching certificate have completed a state-approved alternative certification program, which is, “offered as an alternative to the standard college or university programs for the education of teachers” as defined in §18A-3-1a.</p>

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		<p>and more equitable solution to this problem is to require that the provisional license include stipulations for c!</p> <p>ompleting an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
10-15	Diana Moore Yanero, Parent, Parent-Family, Fairmont , WV	<p>Our children deserve teachers that are highly qualified and certified. All who work as teachers should have completed a college program to become qualified and certified. If it is necessary to take people without teaching degrees, they should at the very least be required to take six hours a year of college classes. As the parent of a high school student I know that every teacher a child comes in contact with matters. Our children need to be prepared for college and this begins at Kindergarten. Teachers in one year positions also need to be required to take at least six hours a year of college level classes to become certified. If we can't get qualified teachers then we must pay them more and find a way to recruit them and not settle for warm bodies in classrooms.</p>	N	<p>See Response 2. See Response 3. See Response 4. Policy 5202 establishes the rule by which individuals who hold a provisional teaching certificate may renew their certification and convert it to an initial professional teaching certificate.</p>
10-15	Leslie Shreve, Teacher, Salem, WV	<p>Just another slap in the face to teachers! You think test scores are bad now, just wait if you do something foolish such as this! Oh anyone can teach? These people are already unsuccessful or they wouldn't be looking to teach instead of doing something in their career field. This is a horrible idea- absolutely not!</p>	N	<p>See Response 2. See Response 3. See Response 4.</p>
§126-161-2. Purpose.				

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10-09	Susan, Fairmont State University, Associate Professor, Higher Educator, Fairmont, WV	Recommend the amendment of Policy 5901	N	This rule will repeal and replace W. Va. 126CSR161, WVBE Policy 5901, per §126-161-1. 1.5. Repeal of Former Rule.
10-09	Sharon L Smith, Fairmont State University, Professor and Interim Dept. Chair, Higher Educator, Fairmont, West Virginia	If the purpose of this policy is to "...offer a rigorous alternative program for teacher certification...", then the requirements need to be rigorous. Certified teachers who have pursued traditional pathways to their degrees in education must meet much more rigorous standards and spend hundreds, if not thousands of dollars on testing requirements mandated by state policy. Policy 5901 has the potential to increase the teacher shortage rather than decrease it, as many teachers will recognize the preferential treatment to those who receive alternative certification. The purpose of this policy should be to support career-changers, and also help them become a fully prepared educator.	N	See Response 1. See Response 2. See Response 3. See Response 4.
§126-161-3. Incorporated by Reference.				
§126-161-4. Summary.				
§126-161-5. Severability.				
10-06	Pam Pittman, Fairmont State University, Assistant Professor, Higher Educator, Fairmont, WV	The current policy states that upon successful completion of the coursework and school requirements, candidates may be recommended for an initial teaching certificate by the school district. The problem is that after completing only two (2) courses or six (6) credit hours, Alternative Certification candidates receive full licensure - the same credentials as anyone who completes an	N	See Response 1. See Response 3. See Response 4.

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		undergraduate program in education (120 credit hours plus up to \$3,000 in tests). Provisional licensure should include stipulations for completing a Plan of Study at an accredited School of Education i.e. University within three (3) years of receipt of the provisional license. North Carolina and other states have had this model in place for many years.		
10-09	Budd Sapp, Fairmont State University, Professor, Higher Educator, FAIRMONT, WV	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.	N	See Response 1. See Response 2. See Response 3. See Response 4.

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10-09	Sharon L Smith, Fairmont State University, Professor and Interim Dept. Chair, Higher Educator, Fairmont, West Virginia	As currently written, Policy 5901 is problematic at best, and a travesty at its worst. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation for good reason; however, policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? The answer is they can't. Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds, if not thousands of dollars on testing requirements and fees mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate. This would ensure Alternative Certification recipients have support for becoming a teacher, while also addressing the teacher shortage in the state.	N	See Response 1. See Response 2. See Response 3. See Response 4.
10-09	Sally Digman, Fairmont State University,	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work	N	See Response 1. See Response 2. See Response 3.

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	<p>Professor, Higher Educator, Fairmont, WV</p>	<p>in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? rn rnPolicy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. rn rnA higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completin! g an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		<p>See Response 4.</p>
<p>10-09</p>	<p>Janie M Leary, Fairmont State, Assistant Professor, Higher Educator, Fairmont, WV</p>	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? rn rnPolicy 5901 also</p>	<p>N</p>	<p>See Response 1. See Response 2. See Response 3. See Response 4.</p>

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		<p>creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. rn rnA higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completin! g an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
10-09	<p>Dr. Amy Sidwell, Fairmont State University, Associate Professor, Higher Educator, Fairmont, West Virginia</p>	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? rn rnPolicy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. rn rnA higher quality and more equitable solution to this problem is to</p>	N	<p>See Response 1. See Response 2. See Response 3. See Response 4.</p>

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		<p>require that the provisional license include stipulations for completion of an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
10-09	Jill Damm, West Preston School, 1st Grade Teacher, Teacher, Reedsville, WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completion of an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate. I personally came to the education field as a second</p>	N	<p>See Response 1. See Response 2. See Response 3. See Response 4.</p>

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		<p>career and in making this decision returned to graduate school at age 46, going into more than \$20,000 in student loan debt in order to achieve this goal. While money is not the bottom line issue, I believe that putting the time and money into the proper training to be a qualified teacher is an indicator of investment and commitment to the field as well as what it takes to be an effective educator. I understand that our state is suffering a crisis with respect to filling teacher positions, but filling them with less than qualified alternately certified teachers doesn't help our kids any more than having a full-time substitute in the position. Our kids deserve better!!</p> <p>In fact, they deserve the BEST!</p>		
10-09	<p>Barbara Wierzbicki, Fairmont State University, Assistant Professor, Higher Educator, Fairmont, WV</p>	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to</p>	N	<p>See Response 1. See Response 2. See Response 3. See Response 4.</p>

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		<p>require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
10-10	<p>Patricia Morgan, Monongalia County Schools, Teacher, Hundred, WV</p>	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>	N	<p>See Response 1. See Response 2. See Response 3. See Response 4.</p>

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10-11	Mark Himes, East Fairmont Middle School, Teacher, Fairmont, WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? rnrn rnrnPolicy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. rnrn mrnA higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for c!</p> <p>ompleting an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>	N	<p>See Response 1. See Response 2. See Response 3. See Response 4.</p>
10-11	Alyssa Lively, Teacher, Fairmont, WV	<p>The current policy (p. 19) states that Alternative Certification (AC) candidates employed by a school district may be recommended for an initial teaching certificate by that school district upon successful completion of coursework and school requirements. The problem is that candidates can complete only six (6) credit hours and receive full</p>	N	<p>See Response 1. See Response 2. See Response 3.</p>

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		<p>licensure - the same rnAs currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? rn rnPolicy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. rn rnA higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
10-11	Cathy L Davis, Marion County Schools, Teacher, Fairmont, West Virginia	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of	N	See Response 1. See Response 2. See Response 3.

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		<p>coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
10-11	Sharon Petite, Monongalia County Schools, Principal, Morgantown, WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and</p>	N	<p>See Response 1. See Response 2. See Response 3.</p>

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		<p>pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. rn rn rnA higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for c!</p> <p>ompleting an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
10-12	<p>Stephanie Jones, Fairmont State University, Assistant Professor, Higher Educator, Fairmont, WV</p>	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? rn rnPolicy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. rn rnA higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completin!</p>	N	<p>See Response 1. See Response 2. See Response 3.</p>

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		g an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.		
10-12	ROBIN SALAI, MARION COUNTY BOARD OF EDUCATION, Long Term Sub Teacher, Teacher, Fairmont, WV	With the teacher shortages it is critical that our state finds a way to help sub teachers with degrees and experience to licensure to help with shortages. We need to find a fast track to help with alternative licensure.	A/S	Policy 5901 and W. Va. Code §18A-3-1 sections a-i establish the rules by which individuals may be alternatively certified to support school districts in meeting areas of critical need and shortage. These individuals must have a bachelor's degree and may be substitute teachers before becoming alternatively certified.
10-13	Sarah Reneau, Fairmont State University, Student, Other, Fairmont, WV	As a student at Fairmont State, I am concerned that teachers can be hired with limited training. My mother was a special educator for many years, and the complexities of her position required additional training in behavior management and teaching strategies. Schools and principals do the best that they can, but they seem to be overwhelmed with everything that they have to do. As currently written, Policy 5901 is problematic. This policy discredits the process already in place for fully preparing teachers to work in public schools of West Virginia. I know from my mom that education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently written, I don't understand how can Alternative Certification programs possibly prepare high-quality candidates by comparison.rnrnPolicy 5901 is also unfair because it discredits the work of those who!	N	See Response 1. See Response 2. See Response 3.

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		<p>go through Fairmont State and other schools to get to undergraduate degrees in education. These students are required to complete 120 credit hours of coursework (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. One of my friends spent over \$1000 in tests to complete her tests for elementary and special education. I think that a better answer to this problem is to require all teachers to complete a degree similar to that required by the State for those going through universities. If the State thinks that students need these courses to become good teachers then I don't understand why you would think that teachers hired in emergency situations wouldn't need these courses. It seems unfair to my mom's students who are hired as substitutes in emergency conditions and have to pay for all the courses for a program when these other teachers don't. I see my mom working with these teachers and I know that they need a lot of support.</p>		
10-14	<p>Julie Reneau, Fairmont State University, Associate Professor of Special Education, Higher Educator, Fairmont, WV</p>	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification for teachers in general education and nine (9) credit hours of coursework for teachers in special education. In collaboration with other professors at Fairmont State University, I co-wrote</p>	N	<p>See Response 1. See Response 2. See Response 3. Institutions of higher education which partner with West Virginia county boards for state approval of an alternative certification program have designated officials assure in signed statements that observations, support and evaluations will be conducted as outlined within the approved program and in accordance with West Virginia State Code and Policy 5901.</p>

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	<p>the revision of the graduate Multi-Categorical Special Education program that was approved by the West Virginia Board of Education in 2015 and the Alternative Certification program that was approved the following year. The proposal for revision of the Multi-Categorical program was thorough. Detailed descriptions of syllabi, courses, assessments and program alignment with five different sets of standards !</p> <p>were required. Candidates enrolled in the program receive scaffolded support through a series of clinicals that are supervised through a team of highly qualified professors and trained host teachers. The coursework in the clinical is practice-based and designed to help students in the program develop the skills needed to stay in the field. Candidates who are employed as they complete programs are supported through feedback from professors, supervisors in their schools and collaboration with peers.</p> <p>When writing the proposal for Alternative Certification, the authors were concerned about the limited coursework and support required for those hired through this process. The Alternative Certification program required a brief syllabus for the equivalent of two courses with one additional course for Special Education. While Fairmont State professors try to support candidates in this program, the policy itself only requires that candidates receive course content through an approved provider. The Alternative Certification policy requires!</p> <p>regular</p>		
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	<p>observations from an individual appointed by the county to support the teacher hired through alternative certification, but many of these counties lack resources to support these teachers. County office personnel are stretched thin, and experienced special educators are often overworked due to shortages. How can counties prepare highly qualified teachers under these conditions, and how can one person be relied upon to provide expertise in all areas of the field?</p> <p>In addition, Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. I also teach in the undergraduate teacher education program at Fairmont State, and I see the high level of performance that is required for completion of the program. It is rigorous, but these students are prepared to meet the complex demands of the classroom and the needs of the students in the state of West Virginia. In comparison, alternative certification candidates have only to be hired by a school system and complete six (6) hours of content coursework to be fully certified. How prepared are they in reality when they receive no pedagogy courses and such little content knowledge compared to their traditional counterparts?</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of</p>		
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		Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.		
10-14	Paul Reneau, Fairmont State University, Professor, Higher Educator, Fairmont, WV	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? rnrn rnrnPolicy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. rnrn rnrnA higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for c! ompleting an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.	N	See Response 1. See Response 2. See Response 3.
10-14	Randall Farley, Marion County	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process	N	See Response 1. See Response 2.

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	<p>Board of Education, Administrative Assistant C&I, Professional Support, Fairmont, WV</p>	<p>already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		<p>See Response 3.</p>
<p>10-15</p>	<p>Sandy Furbee, Retired teacher, Teacher, Fairmont, WV</p>	<p>I received the following information in an email. We need to act quickly! Policy 5901 is in the revision process, and interested parties can comment until Oct. 15th on the West Virginia Board of Education website. As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the</p>	<p>N</p>	<p>See Response 1. See Response 2. See Response 3.</p>

**Policy 5901, Regulations for Alternative Certification Programs for the Education of Teachers
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		state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. A solution to this problem is to require an approved plan of study comparable to that required by the state for initial licensure at a fully accredited school of education within 3 years of receipt of the provisional license.		
10-15	Jeanna Williams, Harrison County Schools, Librarian, Teacher, Bridgeport , WV	Please require a Plan of Study including pedagogy and content to be completed within 3 years in order to convert a professional certificate.	N	See Response 2. See Response 3.
10-15	James Rubal, Harrison county schools, Math teacher, Clarksburg, Wv	There are multiple issues with this policy first and foremost this policy diminishes the teaching profession as a whole. How can someone do the same job after 6 hours of classes that somebody has gone through 120 hours of schooling for? Would you want me as a teacher to take 6 hours of classes and operate on you or your family members if they need surgery. I know that there is a teacher shortage in the state but the answer is not to let any warm blooded person into teaching but start respecting the education profession.	N	See Response 1. See Response 2. See Response 3.
10-15	Alexis Edwards, Harrison County School, Teacher, Clarksburg, WV	It is crucial to get highly qualified teachers in our classrooms. Certified teachers are required to spend 10s of thousands of dollars and hundreds of hours of classes and testing in order to be able to teach. ALL teachers in our classrooms should have the same qualifications. All teachers should be held at the same standard. If a person goes for alternative certification, they should still be required to complete the coursework and testing within a certain time frame that certified teachers	N	See Response 1. See Response 2. See Response 3.

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		are required to complete. If not, we are setting our students and children up for failure.		
10-15	Kara Bowles, Harrison County Schools, Special Education Teacher, Clarksburg, WV	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.	N	See Response 1. See Response 2. See Response 3. See Response 4.
West Virginia Procedures Manual for Alternative Certification Programs for the Education of Teachers				
10-03	Richard Lee Cummings, Hurricane High School, Health & PE Teacher,	Policy 5901 cautions deciding members of the state board. This policy can open the door for more teachers to fill vacancies. This policy can also create more problems than solutions. We are allowing professionals to work with students who do not	N	The comment indicates accurately that Policy 5901 assists school districts in filling vacancies. However, the policy only addresses meeting vacancy needs for areas of critical need and shortage. W.

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	Teacher, Hurricane, WV	have proper education and training.Training consisting of but not limited to childhood development and or maintaining classroom management best practices.		Va. Code §18A-3-1f, §18A-3-1g, and §18A-3-1h establish eligibility criteria, which includes, but is not limited to, candidates receiving, from a county superintendent, a formal offer of employment in an area of critical need and shortage. Policy 5901 establishes administrative law based upon West Virginia Code interpretations regarding the topics of alternative program instruction requirements for classroom teachers, methods, training and evaluation phases, and the professional support team as identified in §18A-3-1c through §18A-3-1i. The combination of these topics outlines education and training as deemed appropriate specifically within these laws. Policy criteria not originating from West Virginia Code interpretations is contributed from subject matter experts within the West Virginia Department of Education, to ensure that required trainings address the needs of students. The comment does not provide specific suggestions which would guide changes to Policy 5901 language.
10-04	Melissa Spivy, WVU at Parkersburg, Associate Professor of Ed, Higher Educator, Vienna, WV	I am in full support of adding a requirement for completion of a performance assessment that is valid and reliable for those individuals completing alternative certification.This is in line with the expectations for those individuals that pursue a traditional pathway in teacher education. A performance assessment will help to demonstrate	A/S	Content of the comment indicates support for language added to Policy 5901 which requires alternative certification programs to adopt a valid and reliable performance assessment. No language changes are required.

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		if an individual has the skills and knowledge needed to be a qualified teacher.		
10-09	Erica Garrett, Fairmont State University, Higher Educator, Fairmont, WV	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.	N	See Response 1. See Response 2. See Response 3. See Response 4.
10-09	Jimmie Garrett, Parent-Family, Fairmont,	I understand we have a shortage of teachers in the area, but committing to certify anyone to be a teacher is not the appropriate way to solve the problem. We have some of the lowest scores in the country and not requiring a person to enroll in an accredited institution to become a teacher is	N	See Response 1. See Response 4.

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		just adding to the problem. All teachers should have to be certified from an accredited institution to become fully licensed in the state of WV. I can only say that I am glad my son only has 2 years left in this chaotic state system. Prepare teachers correctly and students can reap the benefits.		
10-09	Susan, Fairmont State University, Associate Professor, Higher Educator, Fairmont, WV	I recommend the provisional licensure should include stipulations for completing a Plan of Study at a fully accredited School of Education within three (3) years of receipt of the provisional license. Other states have had this model in place for many years. Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.	N	See Response 2. See Response 3. See Response 4.
10-09	Mary Angela Schwer, Fairmont State University, Professor of English, Higher Educator, Fairmont, West Virginia	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As	N	See Response 1. See Response 2. See Response 3. See Response 4.

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		<p>currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? rn rnPolicy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. rn rnA higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completion g an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
10-09	Amanda Metcalf, Fairmont State University, Interim Associate Dean, Higher Educator, Fairmont, WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? rn rnPolicy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend</p>	N	<p>See Response 1. See Response 2. See Response 3. See Response 4.</p>

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		<p>hundreds of dollars on testing requirements mandated by state policy. rn rnA higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completin!</p> <p>g an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
10-10	<p>Bonnie Henning, Fairmont State University, Assistant Professor, Higher Educator, Fairmont, WV</p>	<p>Although I understand the need for teachers, in the end, what West Virginia needs is qualified teachers and not simply someone to fill a position. Currently, policy 5901 only requires six credit hours of course for Alternative Certification. When teachers pursue an undergraduate degree in education, they are required to take 120 credit hours of coursework. This coursework included both content and pedagogy. There is no way that teachers can be as prepared to teach if only being asked to take six credit hours as opposed to 120. This program will not create high-quality teachers and in the end is not a positive solution to the need for teachers. rn rnA higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional lic! ense in order to convert to a professional teaching certificate.</p>	N	<p>See Response 1. See Response 2. See Response 3. See Response 4.</p>
10-15	<p>Mary Marra, Harrison county</p>	<p>Our students deserve a fully certified Highly Qualified teacher.</p>	N	<p>See Response 1. See Response 3.</p>

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	schools, Teacher, Clarksburg, WV			
	David Perry	Chapter 4, Section 4 (pp.10-11) & Chapter 5, Section 2 (pp. 12-13). We are pleased to see the safe guards and rights are contained in the proposed policy for the alternative certification teacher's evaluation process. If there a list of the professional support team's responsibilities and the evidence is required of what the support team did to assist the alternative certification teacher, we feel it more likely that a struggling alternative certification teacher will improve and less likely that a competent alternative teacher will be terminated for "poor performance"	A/S	The support team is already a part of the requirements of the policy for program approval. Each program upon submission and prior to approval must delineate how the support will be provided and who is responsible for such support.
	David Perry	Chapter 4, Section 1, paragraph 1(a) Section 2, paragraph 1(a)(p.8) We suggest that the alternative certification teachers be permitted to substitute e-learning online classes to satisfy the requirements of twelve credit hours. This would make the process a little easier for the alternative certification teachers without compromising the quality of training obtained.	N	Each program is approved with a series of courses/modules that are specific to each area/program. Candidates would not be able to take courses outside of that program or via other options as those may not address the needs of the approved program or specific area.
	David Perry	Consideration of a proposed change in the related Policy 5202 Once a teacher completes all requirements for the alternative certification program, he or she is issued a temporary license for two years and required to take an additional six credit hours to covert from the temporary license to a provisional professional teacher certificate. West Virginia suggests that e-learning classes also be permitted to satisfy this six credit hour requirement.	A/S	E-Learning eligible courses are already allowed for all license renewals as per Policy 5202.

37 distinct commenters provided a total of 40 comments.

- Higher Educator: 20
- Other: 2
- Parent-Family: 2
- Principal: 1
- Professional Support: 1
- Teacher: 14

Action	
A/S	Comment was accepted and supports the proposed policy
A/C	Comment was accepted and resulted in changes to the proposed policy
N	Comment was not accepted

DATE	COMMENTER	COMMENTS	ACTION	RATIONALE
§126-161-1 General				
2018-10-02 13:10:50	Robert Mellace Coordinator WVDE Charleston WV	This is a test comment.		
2018-10-09 10:51:50	Susan Associate Professor Fairmont State University Fairmont WV	The current policy (p. 19) states that Alternative Certification (AC) candidates employed by a school district may be recommended for an initial teaching certificate by that school district upon successful completion of coursework and school requirements. The problem is that candidates can complete only six (6) credit hours and receive full licensure - the same credentials as any undergraduate who completes an education program (120 credit hours plus up to \$1,500 in tests).		
2018-10-09 10:57:44	Ned Radulovich Prof. Fairmont State University Fairmont WV	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.		
2018-10-15 09:37:03	Diana Moore Yanero Parent Fairmont WV	Our children deserve teachers that are highly qualified and certified. All who work as teachers should have completed a college program to become qualified and certified. If it is necessary to take people without teaching degrees, they should at the very least be required to take six hours a year of college classes. As the parent of a high school student I know that every teacher a child comes in contact with matters. Our children need to be prepared for college and this begins at Kindergarten. Teachers in one year		

		positions also need to be required to take at least six hours a year of college level classes to become certified. If we can get qualified teachers then we must pay them more and find a way to recruit them and not settle for warm bodies in classrooms.		
2018-10-15 15:44:20	Leslie Shreve Salem wv	Just another slap in the face to teachers! You think test scores are bad now, just wait if you do something foolish such as this! Oh anyone can teach? These people are already unsuccessful or they wouldn't be looking to teach instead of doing something in their career field. This is a horrible idea- absolutely not!		
§126-161-2 Purpose				
2018-10-09 10:51:50	Susan Associate Professor Fairmont State University Fairmont WV	Recommend the amendment of Policy 5901		
2018-10-09 11:36:44	Sharon L. Smith Professor and Interim Dept. Chair Fairmont State University Fairmont West	If the purpose of this policy is to "...offer a rigorous alternative program for teacher certification..." then the requirements need to be rigorous. Certified teachers who have pursued traditional pathways to their degrees in education must meet much more rigorous standards and spend hundreds, if not thousands of dollars on testing requirements mandated by state policy. Policy 5901 has the potential to increase the teacher shortage rather than decrease it, as many teachers will recognize the preferential treatment to those who receive alternative certification. The purpose of this policy should be to support career-changers, and also help them become a fully prepared educator.		
§126-161-5 Severability				
2018-10-06 17:12:28	Pam Pittman Assistant Professor Fairmont State University Fairmont WV	The current policy states that upon successful completion of the coursework and school requirements, candidates may be recommended for an initial teaching certificate by the school district. The problem is that after completing only two (2) courses or six (6) credit hours, Alternative Certification candidates receive full licensure - the same credentials as anyone who completes an undergraduate program in education (120 credit hours plus up to \$3,000 in tests). Provisional licensure should include stipulations for completing a Plan of Study at an accredited School of Education i.e. University within three (3) years of receipt of the provisional license. North Carolina and other states have had this model in place for many years.		
2018-10-09 10:42:55	Budd Sapp Professor Fairmont State University FAIRMONT WV	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.		
2018-10-09 11:36:44	Sharon L. Smith Professor and Interim Dept. Chair Fairmont State University Fairmont West	As currently written, Policy 5901 is problematic at best, and a travesty at its worst. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation for good reason; however, policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? The answer is they can. Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend		

		<p>hundreds, if not thousands of dollars on testing requirements and fees mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate. This would ensure Alternative Certification recipients have support for becoming a teacher, while also addressing the teacher shortage in the state.</p>		
2018-10-09 11:37:23	Sally Digman Professor Fairmont State University Fairmont WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
2018-10-09 11:54:33	Janie M Leary Assistant Professor Fairmont State University Fairmont WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
2018-10-09 13:57:28	Dr. Amy Sidwell Associate Professor Fairmont State University Fairmont West	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
2018-10-09 20:56:25	Jill Damm 1st Grade Teacher West Preston School Reedsville WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend</p>		

		<p>hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate. I personally came to the education field as a second career and in making this decision returned to graduate school at age 46, going into more than \$20,000 in student loan debt in order to achieve this goal. While money is not the bottom line issue, I believe that putting the time and money into the proper training to be a qualified teacher is an indicator of investment and commitment to the field as well as what it takes to be an effective educator.</p> <p>I understand that our state is suffering a crisis with respect to filling teacher positions, but filling them with less than qualified alternately certified teachers doesn't help our kids any more than having a full-time substitute in the position. Our kids deserve better! In fact, they deserve the BEST!</p>		
2018-10-09 21:19:23	Barbara Wierzbicki Assistant Professor Fairmont State University Fairmont WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
2018-10-10 06:55:35	Patricia Morgan Monongalia County Schools Hundred WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
2018-10-11 14:54:32	Mark Himes Teacher East Fairmont Middle School Fairmont WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend</p>		

		<p>hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
2018-10-11 16:13:31	Alyssa Lively Fairmont WV	<p>The current policy (p. 19) states that Alternative Certification (AC) candidates employed by a school district may be recommended for an initial teaching certificate by that school district upon successful completion of coursework and school requirements. The problem is that candidates can complete only six (6) credit hours and receive full licensure - the same</p> <p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
2018-10-11 17:09:28	Cathy L Davis Marion County Schools Fairmont West	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
2018-10-11 20:40:26	Sharon Petite Principal Monongalia County Schools Morgantown WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		

2018-10-12 11:39:56	Stephanie Jones Assistant Professor Fairmont State University Fairmont WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>	
2018-10-12 17:34:42	ROBIN SALAI Long Term Sub Teacher MARION COUNTY BOARD OF EDUCATION Fairmont WV	<p>With the teacher shortages it is critical that our state finds a way to help sub teachers with degrees and experience to licensure to help with shortages. We need to find a fast track to help with alternative licensure.</p>	
2018-10-13 16:39:57	Sarah Reneau Student Fairmont State University Fairmont WV	<p>As a student at Fairmont State, I am concerned that teachers can be hired with limited training. My mother was a special educator for many years, and the complexities of her position required additional training in behavior management and teaching strategies. Schools and principals do the best that they can, but they seem to be overwhelmed with everything that they have to do. As currently written, Policy 5901 is problematic. This policy discredits the process already in place for fully preparing teachers to work in public schools of West Virginia. I know from my mom that education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently written, I don't understand how can Alternative Certification programs possibly prepare high-quality candidates by comparison.</p> <p>Policy 5901 is also unfair because it discredits the work of those who go through Fairmont State and other schools to get to undergraduate degrees in education. These students are required to complete 120 credit hours of coursework (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. One of my friends spent over \$1000 in tests to complete her tests for elementary and special education.</p> <p>I think that a better answer to this problem is to require all teachers to complete a degree similar to that required by the State for those going through universities. If the State thinks that students need these courses to become good teachers then I don't understand why you would think that teachers hired in emergency situations wouldn't need these courses. It seems unfair to my mom's students who are hired as substitutes in emergency conditions and have to pay for all the courses for a program when these other teachers don't. I see my mom working with these teachers and I know that they need a lot of support.</p>	
2018-10-14 13:39:22	Julie Reneau Associate Professor of Special Education Fairmont State University Fairmont WV	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification for teachers in general education and nine (9) credit hours of coursework for teachers in special education.</p> <p>In collaboration with other professors at Fairmont State University, I co-wrote the revision of the graduate Multi-Categorical Special Education program that was approved by the West Virginia Board of Education in 2015 and the Alternative Certification program that was approved the following year. The proposal for revision of the Multi-Categorical program was thorough. Detailed descriptions of syllabi, courses, assessments and program alignment with five different sets of standards were required. Candidates enrolled in the program receive scaffolded support through a series of clinicals that are supervised through a team of highly qualified professors and trained host teachers. The coursework in the clinical is practice-based and designed to help students in the</p>	

		<p>program develop the skills needed to stay in the field. Candidates who are employed as they complete programs are supported through feedback from professors, supervisors in their schools and collaboration with peers.</p> <p>When writing the proposal for Alternative Certification, the authors were concerned about the limited coursework and support required for those hired through this process. The Alternative Certification program required a brief syllabus for the equivalent of two courses with one additional course for Special Education. While Fairmont State professors try to support candidates in this program, the policy itself only requires that candidates receive course content through an approved provider. The Alternative Certification policy requires regular observations from an individual appointed by the county to support the teacher hired through alternative certification, but many of these counties lack resources to support these teachers. County office personnel are stretched thin, and experienced special educators are often overworked due to shortages. How can counties prepare highly qualified teachers under these conditions, and how can one person be relied upon to provide expertise in all areas of the field?</p> <p>In addition, Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. I also teach in the undergraduate teacher education program at Fairmont State, and I see the high level of performance that is required for completion of the program. It is rigorous, but these students are prepared to meet the complex demands of the classroom and the needs of the students in the state of West Virginia. In comparison, alternative certification candidates have only to be hired by a school system and complete six (6) hours of content coursework to be fully certified. How prepared are they in reality when they receive no pedagogy courses and such little content knowledge compared to their traditional counterparts?</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
<p>2018-10-14 13:42:40</p>	<p>Paul Reneau Professor Fairmont State University Fairmont WV</p>	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
<p>2018-10-14 23:21:04</p>	<p>Randall Farley Administrative Assistant C&I Marion County Board of Education Fairmont WV</p>	<p>As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p>		

		A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.		
2018-10-15 12:57:03	Sandy Furbee Retired teacher Fairmont WV	I received the following information in an email. We need to act quickly! Policy 5901 is in the revision process, and interested parties can comment until Oct. 15th on the West Virginia Board of Education website. As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. A solution to this problem is to require an approved plan of study comparable to that required by the state for initial licensure at a fully accredited school of education within 3 years of receipt of the provisional license.		
2018-10-15 14:14:14	Jeanna Williams Librarian Harrison County Schools Bridgeport WV	Please require a Plan of Study including pedagogy and content to be completed within 3 years in order to convert a professional certificate.		
2018-10-15 14:18:18	James Rubal Math teacher Harrison county schools Clarksburg Wv	There are multiple issues with this policy first and foremost this policy diminishes the teaching profession as a whole. How can someone do the same job after 6 hours of classes that somebody has gone through 120 hours of schooling for? Would you want me as a teacher to take 6 hours of classes and operate on you or your family members if they need surgery. I know that there is a teacher shortage in the state but the answer is not to let any warm blooded person into teaching but start respecting the education profession.		
2018-10-15 14:41:48	Alexis Edwards Harrison County School Clarksburg WV	It is crucial to get highly qualified teachers in our classrooms. Certified teachers are required to spend 10s of thousands of dollars and hundreds of hours of classes and testing in order to be able to teach. ALL teachers in our classrooms should have the same qualifications. All teachers should be held at the same standard. If a person goes for alternative certification, they should still be required to complete the coursework and testing within a certain time frame that certified teachers are required to complete. If not, we are setting our students and children up for failure.		
2018-10-15 15:10:19	Kara Bowles Special Education Teacher Harrison County Schools Clarksburg WV	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.		
§West Virginia Procedures Manual for Alternative Certification Programs for the Education of Teachers Please note chapter and §when commenting				
2018-10-03 10:47:36	Richard Lee Cummings Health & PE Teacher	Policy 5901 I caution deciding members of the state boe. This policy can open the door for more teachers to fill vacancies. This policy can also create more problems than solutions. We are allowing professionals to work with students who do not have proper education and training. Training consisting of but not limited to childhood development and or maintaining classroom management best practices.		

	Hurricane High School Hurricane WV			
2018-10-04 09:12:57	Melissa Spivy Associate Professor of Ed WVU at Parkersburg Vienna WV	I am in full support of adding a requirement for completion of a performance assessment that is valid and reliable for those individuals completing alternative certification. This is in line with the expectations for those individuals that pursue a traditional pathway in teacher education. A performance assessment will help to demonstrate if an individual has the skills and knowledge needed to be a qualified teacher.		
2018-10-09 10:41:50	Erica Garrett Fairmont State University Fairmont WV	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.		
2018-10-09 10:46:39	Jimmie Garrett Fairmont	I understand we have a shortage of teachers in the area, but committing to certify anyone to be a teacher is not the appropriate way to solve the problem. We have some of the lowest scores in the country and not requiring a person to enroll in an accredited institution to become a teacher is just adding to the problem. All teachers should have to be certified from an accredited institution to become fully licensed in the state of WV. I can only say that I am glad my son only has 2 years left in this chaotic state system. Prepare teachers correctly and students can reap the benefits.		
2018-10-09 10:51:50	Susan Associate Professor Fairmont State University Fairmont WV	I recommend the provisional licensure should include stipulations for completing a Plan of Study at a fully accredited School of Education within three (3) years of receipt of the provisional license. Other states have had this model in place for many years. Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.		
2018-10-09 11:54:43	Mary Angela Schwer Professor of English Fairmont State University Fairmont West	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison? Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy. A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.		
2018-	Amanda Metcalf	As currently written, Policy 5901 is problematic. This policy discredits the quality assurance process already in place for fully		

10-09 20:33:32	Interim Associate Dean Fairmont State University Fairmont WV	<p>preparing teachers to work in public schools of West Virginia. Education programs in the state are held to strict standards and policies regarding teacher preparation; policy 5901 requires only six (6) credit hours of coursework for Alternative Certification. As currently executed, how can Alternative Certification programs possibly prepare high quality candidates by comparison?</p> <p>Policy 5901 also creates equity issues by directly discrediting the work of those who pursue traditional pathways to undergraduate degrees in education requiring 120 credit hours of coursework in both content and pedagogy (mandated by state policy) and spend hundreds of dollars on testing requirements mandated by state policy.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
2018- 10-10 10:18:12	Bonnie Henning Assistant Professor Fairmont State University Fairmont WV	<p>Although I understand the need for teachers, in the end, what West Virginia needs is qualified teachers and not simply someone to fill a position. Currently, policy 5901 only requires six credit hours of course for Alternative Certification. When teachers pursue an undergraduate degree in education, they are required to take 120 credit hours of coursework. This coursework included both content and pedagogy. There is no way that teachers can be as prepared to teach if only being asked to take six credit hours as opposed to 120. This program will not create high-quality teachers and in the end is not a positive solution to the need for teachers.</p> <p>A higher quality and more equitable solution to this problem is to require that the provisional license include stipulations for completing an approved Plan of Study comparable to that required by the State for initial licensure at a fully accredited School of Education within three (3) years of receipt of the provisional license in order to convert to a professional teaching certificate.</p>		
2018- 10-15 14:21:28	Mary Marra Teacher Harrison county schools Clarksburg WV	<p>Our students deserve a fully certified Highly Qualified teacher.</p>		

DAVE PERRY

West Virginia Comments on Proposed Revisions to Policy No. 5901

- **Chapter 4, Section 4 (pp. 10 – 11) & Chapter 5, Section 2 (pp. 12 -13)**

We are pleased to see the safe guards and rights are contained in the proposed policy for the alternative certification teacher's evaluation process. If there a list of the professional support team's responsibilities and the evidence is required of what the support team did to assist the alternative certification teacher, we feel it more likely that a struggling alternative certification teacher will improve and less likely that a competent alternative teacher will be terminated for "poor performance".

- **Chapter 4, Section 1, paragraph 1(a) Section 2, paragraph 1(a) (p. 8)**

We suggest that the alternative certification teachers be permitted to substitute e-learning online classes to satisfy the requirements of twelve credit hours. This would make the process a little easier for the alternative certification teachers without compromising the quality of training obtained.

- **Consideration of a proposed change in the related Policy 5202**

Once a teacher completes all requirements for the alternative certification program, he or she is issued a temporary license for two years and required to take an additional six credit hours to covert from the temporary license to a provisional professional teacher certificate.

West Virginia suggests that e-learning classes also be permitted to satisfy this six credit hour requirement.