

**TITLE 126
PROCEDURAL RULE
BOARD OF EDUCATION**

**SERIES 122
SUBSTITUTE TEACHERS IN THE PUBLIC SCHOOLS
OF WEST VIRGINIA (5114)**

§126-122-1. General.

1.1. Scope - The Purpose of the substitute teacher policy is to provide for emergency instructional situations in county school systems by a) the short-term or prolonged illness of a teacher, b) personal leave or staffing shortages, and c) difficulty in locating an individual who holds a valid professional certificate with the proper endorsements; and yet, assure that learning will continue with a minimum of disruption for learners in specific classrooms and the school building in general.

1.2. Authority. -- W. Va. Code §18A-4-15

1.3. Filing Date. -- November 2, 1984

1.4. Effective Date. -- January 2, 1985

§126-122-2. Additional.

2.1. Copy of rules and regulations attached. Copies may be obtained in the office of the Secretary of State and in the West Virginia Department of Education, Bureau of General, Special and Professional Education.

2.2. Summary of rules and regulations.

Rules and regulations contain: role of the substitute teacher; substitute permit eligibility; levels of substitutes (Options 1, 2, 3 and 4); request for training of personnel in Option Four; 1984-85 school year and thereafter provisions; Option Four Substitute Teacher Training Program Description Format; and Option Four Substitute Teacher On-the-Job Performance Assessment Form.

Certification and Licensure Standards

Classroom Teachers

SUBSTITUTE TEACHERS IN THE PUBLIC SCHOOLS
OF WEST VIRGINIAPurpose

The purpose of the substitute teacher policy is to provide for emergency instructional situations in county school systems caused by a) the short-term or prolonged illness of a teacher, b) personal leave or staffing shortages, and c) difficulty in locating an individual who holds a valid professional certificate with the proper endorsements; and yet, assure that learning will continue with a minimum of disruption for learners in specific classrooms and the school building in general.

Rationale

The rationale for a substitute teacher policy that allows the most qualified, yet not fully certificated, individual to function in a classroom derives from the importance of the learner in accordance with the Educational Goals for West Virginia and the Programmatic Definitions for early, middle, and adolescent education.

Staffing problems, illness, personal leave days, and/or professional development activities should not bring learning for individual pupils to a standstill. Rather, the continuity of programs of study must be assured to the maximum degree possible.

The previous requirement that only certificated individuals with proper endorsements can serve as substitute teachers has been unsuccessful. The success of this pattern for dealing with an emergency situation focused on the willingness of certificated persons to come out of retirement and/or a high unemployment rate for certificated teachers. The policy was also based upon the assumption that such certificated individuals are evenly distributed in sufficient numbers across the state to serve the needs of all counties.

To assume other teachers will "fill in" for absent teachers or that administrators can perform this function is to allow the absence of an individual teacher to disrupt not only the pupils in his/her class, but also the entire school building.

The West Virginia Board of Education recognizes the need for the systematic professional growth and development of any individual serving as a substitute. Such individuals, while they are providing a recognized service to schools and pupils in a time of need, must also recognize they assume an obligation to provide quality instruction and continuity to the educational program of affected pupils. Consequently, this policy provides for the systematic professional development of the substitute teacher.

Assumptions

The following assumptions are viewed as governing principles related to this substitute teacher policy:

1. This policy expires June 30, 1987, at which time it will be reviewed in terms of Policy 5100.
2. Permits for Option 2 and 3 substitute teachers will be issued until the expiration of this policy (June 30, 1987). Permits for Option 4 substitute teachers will be issued annually.
3. Experience gained as a substitute teacher is valid experience for the conversion and/or permanence of a Professional Certificate for an individual only if the individual holds a valid Professional Teaching Certificate at the time of substituting and has taught in the area of endorsement for the required number of years. Out-of-field substitute experience may not be used for conversion. A year of teaching experience must include a minimum of 133 days of full-time teaching within the endorsement and grade levels within one school year.
4. Experience gained on a Substitute Teacher Permit may be used toward tenure if the individual is hired to function as a substitute in accordance with state statutes and state and local board policies related to tenure.
5. Substitute teachers must comply with all county employment regulations.
6. Substitute teachers must be included in all county evaluation procedures relevant to substitute teachers as established by a county school system.
7. All substitute teachers in a county school system may participate in county continuing education programs in conjunction with individual county policies related to substitutes.
8. Substitute Teacher Permits will be issued only upon the recommendation of the employing county superintendent. Individuals are not entitled to such permits except as the county superintendent establishes the need for the individual to be employed in his/her county.
9. Substitute Teacher Permits are valid only in the counties for which the permit was requested by the county superintendent.
10. A substitute teacher who does not hold either (a) a valid Professional Teaching Certificate properly endorsed in accordance with this policy or (b) a permit to serve in a substitute capacity cannot be employed by a county school system.

ROLE OF THE SUBSTITUTE TEACHER

The role of the substitute teacher in terms of teaching skills is no different from that of the regular classroom teacher who is expected to have skills in planning, classroom management, discipline, and the instructional and noninstructional duties of the teacher. The substitute is also expected to have an empathy and understanding of the needs of learners. Hence, any difference is viewed as existing in terms of the degree of proficiency attained rather than a difference in the kind of skills needed.

Regulations for Substitute Permit Eligibility

For the above reasons, the following options for issuing permits for substitute teaching have been developed. The levels of substitutes should be viewed in a descending order of desirability, and it is understood that county superintendents should hire individuals at the highest level of the hierarchy available to them. In all cases, it is understood that a qualified individual who holds a valid Professional Certificate endorsed for the areas of need cannot be found. Professionally certificated or qualified individuals must ordinarily be employed before any other levels of the hierarchy may be utilized and county superintendents must document this procedure. Option 4 substitute teachers may not serve more than 15 work days in the same classroom assignment without a written waiver from the state superintendent.

County school districts may not apply for a substitute permit for applicants qualifying under Options 2 and 3 until such time as the applicant has been called to substitute and the permit is required to meet legal and fiscal liabilities. The county shall instruct the substitute teacher to file application for the permit under Option 2 on the first day the substitute is teaching out-of-field. Counties with applicants for Option 4 substitute permits may file for certification immediately upon the applicant's successful completion of the state approved training program.

This policy also addresses the qualifications of individuals who will function on either a short term or long term basis.

LEVELS OF SUBSTITUTES

Professionally Certificated Individuals

Option 1: Any available individual who holds a valid Professional Certificate with the needed endorsement may be legally employed in a substitute capacity without applying for a Substitute Permit.

Option 2: Any available individual who holds a valid Professional Teaching Certificate (including one issued on the basis of National Teacher Examination scores) but not within the endorsement area needed may be issued a Substitute Permit upon application through recommendation of the employing county superintendent. Assignment as a substitute teacher may not be used for the issuance of an original Professional Teaching Certificate based on NTE scores.

Professionally certificated full-time employees presently working in the same building may function on a substitute basis within that building only without applying for a Substitute Permit. This procedure is intended to allow teachers within a building to substitute voluntarily for a colleague who is absent when this action will facilitate the continuity of educational programs for pupils.

Option 3: Any individual who holds an expired Professional or Normal School Certificate may be eligible for a Substitute Permit upon application to the West Virginia Department of Education, with the recommendation of the employing county superintendent.

Non-Certificated Individuals

Option 4: Any available individual who meets the requirements of Option 1, 2, or 3 listed above must be utilized before the following option may be employed.

Request for Training of Personnel in Option 4

Any individual who holds a bachelors degree without teacher certification from a regionally accredited institution of higher education may be issued a permit to serve as a substitute teacher provided the employing county has submitted and has a state approved county training program for such substitutes. Such training programs shall be submitted to and approved by the Office of Educational Personnel Development in accordance with guidelines established by that office.

1984-85 School Year and Thereafter Provisions

For the 1984-85 school year and thereafter, all Option 4 substitute teachers must complete a county or regional training program approved by the West Virginia Department of Education. Option 4 substitute teacher training programs which have received state approval prior to July 1, 1984 are deemed to have met the approval criteria. Thus, individuals who have completed prior approved training programs may be recommended for the general substitute permit by the employing county superintendent.

Counties which previously received approval to offer Option 4 substitute teacher training programs may elect to train new Option 4 employees by requiring them to complete previously approved county or Regional Education Service Agency programs.

Counties which have not used Option 4 substitute teachers previously may submit a request for approval of a new training program.

Beginning with the 1985-86 school year and thereafter until the expiration of this policy, counties must submit an on-the-job performance assessment for each Option 4 substitute teacher who has completed an approved training program and who is recommended for renewal of the general substitute permit. The performance assessment must attest to the satisfactory performance of all training objectives by the Option 4 substitute teacher.

OPTION FOUR SUBSTITUTE TEACHER
TRAINING PROGRAM DESCRIPTION FORMAT

(For Counties or RESAs Submitting Training Programs For Approval)

NOTE: The Option 4 Substitute Training Program must include a description of activities, resources and assessment procedures that are to be used in the training of Option 4 substitute teachers. The training activities, resources and assessment procedures must be matched to training objectives listed in the first column (a-j). Prior to the initiation of the training program, approval for the program must be obtained from the Unit Coordinator, Teacher Education, Department of Education. Approval is continued for Option 4 training programs which received prior approval prior to July 1, 1984. Individuals who complete an approved training program receive a permit to substitute teach during the 1984-85 school year subject to the procedures and limitations described in Policy 5114. However, the county must confirm the successful completion of an On-the-Job Performance Assessment for each Option 4 substitute who has completed the training for each year prior to the issuance of an Option 4 Permit of 1985-86, 1986-87, and 1987-88. Please refer to the "On-the-Job Performance Assessment Form" (attached).

1. Provide names, institutional affiliation, and titles of persons involved in the development of the training program. It is desirable but not essential for this advisory committee to convene to discuss the program proposal. Input from the committee may be obtained via written comments. The advisory committee must include, at the minimum, a representative from:
 - (a) currently employed classroom teacher,
 - (b) currently employed building principal,
 - (c) central office staff, and
 - (d) professional education faculty members from a West Virginia college of university.

2. Anticipated date(s) and duration of training program(s). _____

3. Provide name(s), institutional affiliation and professional qualifications of person(s) who will conduct the training (attach separate sheet).

4. Statement by County Superintendent

I affirm that the training program submitted with this application is acceptable for training Option 4 Substitute Teachers under the provisions of Policy 5114.

Signature - County Superintendent

Date

PROGRAM DESCRIPTION

ESSENTIAL TRAINING OBJECTIVES RELATED TO INSTRUCTIONAL PLANNING	TRAINING ACTIVITIES, RESOURCES, AND ASSESSMENT PROCEDURES RELATED TO OBJECTIVE	ON-THE-JOB PERFORMANCE ASSESSMENT RELATED TO THE OBJECTIVE (REFER TO ATTACHED FORM)
<p>a. Examine the interrelationships among the physical, intellectual, emotional, and social development of learners.</p>		<p>No performance assessment of this objective.</p>
<p>b. Provide rationales for involving learners in teacher specified learning objectives, activities, and assessment procedures.</p>		<p>No performance assessment of this objective.</p>
<p>c. Select and describe appropriate instructional strategies utilized to enhance learner growth.</p>		

PROGRAM DESCRIPTION

ESSENTIAL TRAINING OBJECTIVES RELATED TO INSTRUCTIONAL PLANNING	TRAINING ACTIVITIES, RESOURCES, AND ASSESSMENT PROCEDURES RELATED TO OBJECTIVE	ON-THE-JOB PERFORMANCE ASSESSMENT RELATED TO THE OBJECTIVE (REFER TO ATTACHED FORM)
<p>d. Establish acceptable indicators of achievement that are consistent with learner objectives.</p>		
<p>e. Display sensitivity to individual needs of learners in the classroom.</p>		
<p>f. Organize the classroom physical environment for effective instruction and classroom management.</p>		

PROGRAM DESCRIPTION

ESSENTIAL TRAINING OBJECTIVES RELATED TO INSTRUCTIONAL PLANNING	TRAINING ACTIVITIES, RESOURCES, AND ASSESSMENT PROCEDURES RELATED TO OBJECTIVE	ON-THE-JOB PERFORMANCE ASSESSMENT RELATED TO THE OBJECTIVE (REFER TO ATTACHED FORM)
<p>g. Provide verbal and/or nonverbal feedback for accepting, reinforcing, supporting, and interpreting learner responses.</p>		
<p>h. Manage unexpected activities, events, and disruptive learner behavior to facilitate maximum learner growth.</p>		
<p>i. Communicate to learners the objectives to be achieved as a result of instruction.</p>		

PROGRAM DESCRIPTION

ESSENTIAL TRAINING OBJECTIVES RELATED TO INSTRUCTIONAL PLANNING	TRAINING ACTIVITIES, RESOURCES, AND ASSESSMENT PROCEDURES RELATED TO OBJECTIVE	ON-THE-JOB PERFORMANCE ASSESSMENT RELATED TO THE OBJECTIVE (REFER TO ATTACHED FORM)
<p>j. Facilitate constructive learner/teacher interaction to achieve learning objectives and maintain a learner-centered classroom climate.</p>		

HK EE/5
 Revised 5/1/84

OPTION FOUR SUBSTITUTE TEACHER
ON-THE-JOB PERFORMANCE ASSESSMENT FORM

NOTE: This completed form must accompany each I-TP-1 which is submitted for the Option 4 Substitute Teacher Permit for individuals who have completed a state approved training program and are seeking licensure to substitute teach in 1985-86 and 1986-87. This form must be completed annually for each individual seeking the Option 4 Substitute Teacher Permit.

Name of Applicant _____

County _____

ESSENTIAL TRAINING OBJECTIVES RELATED TO INSTRUCTIONAL PLANNING	ON-THE-JOB PERFORMANCE ASSESSMENT RELATED TO THE OBJECTIVE		
	BY WHOM (NAME, TITLE)	WHEN ASSESSED (DATE)	DESCRIPTION OF INDICATOR(S) OF SATISFACTORY JOB PERFORMANCE
a. Examine the interrelationships among the physical, intellectual, emotional, and social development of learners.			No performance assessment of this objective.
b. Provide rationales for involving learners in teacher specified learning objectives, activities, and assessment procedures.			No performance assessment of this objective.

ESSENTIAL TRAINING OBJECTIVES RELATED TO INSTRUCTIONAL PLANNING	ON-THE-JOB PERFORMANCE ASSESSMENT RELATED TO THE OBJECTIVE		
	BY WHOM (NAME, TITLE)	WHEN ASSESSED (DATE)	DESCRIPTION OF INDICATOR(S) OF SATISFACTORY JOB PERFORMANCE
c. Select and describe appropriate instructional strategies utilized to enhance learner growth.			
d. Establish acceptable indicators of achievement that are consistent with learner objectives.			
e. Display sensitivity to individual needs of learners in the classroom.			

ESSENTIAL TRAINING OBJECTIVES RELATED TO INSTRUCTIONAL PLANNING	ON-THE-JOB PERFORMANCE ASSESSMENT RELATED TO THE OBJECTIVE		
	BY WHOM (NAME, TITLE)	WHEN ASSESSED (DATE)	DESCRIPTION OF INDICATOR(S) OF SATISFACTORY JOB PERFORMANCE
f. Organize the classroom physical environment for effective instruction and classroom management.			
g. Provide verbal and/or nonverbal feedback for accepting, reinforcing, supporting, and interpreting learner responses.			
h. Manage unexpected activities, events, and disruptive learner behavior to facilitate maximum learner growth.			

ESSENTIAL TRAINING OBJECTIVES RELATED TO INSTRUCTIONAL PLANNING	ON-THE-JOB PERFORMANCE ASSESSMENT RELATED TO THE OBJECTIVE		
	BY WHOM (NAME, TITLE)	WHEN ASSESSED (DATE)	DESCRIPTION OF INDICATOR(S) OF SATISFACTORY JOB PERFORMANCE
i. Communicate to learners the objectives to be achieved as a result of instruction.			
j. Facilitate constructive learner/teacher interaction to achieve learning objectives and maintain a learner-centered classroom climate.			

This is to attest that I have completed a state approved Option 4 substitute teacher training program and that the above on-the-job performance was conducted during the _____ school year.

Signed: _____
Signature of Option 4 Substitute Teacher _____ Date _____

I certify that the above candidate for the Option 4 Substitute Teacher Permit served ____ days during the _____ school year and has performed satisfactorily according to the above objectives.

Signed: _____
County Superintendent (or Designee) _____ Date _____