

**TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION**

**SERIES 134
CERTIFICATION PATTERNS FOR LICENSURE (5200)**

§126-134-1. General.

1.1. Scope. -- The purpose of this policy is to establish certification patterns which assure that professional educators have the skills, knowledge, and attitudes necessary to delivery the public school programs of study at pre-kindergarten and kindergarten (Pre-K-K), early childhood (K-4), middle childhood (5-8), and adolescent education (9-12) levels which have been adopted by the West Virginia Board of Education through Policies 2100, 2422, 01, 2320, 2510, and 5100.

1.2. Authority. -- W. Va. Code §18A-3-2

1.3. Filing Date. -- January 22, 1985

1.4. Effective Date. -- March 22, 1985

§126-134-2. Rationale.

2.1. The Master Plan for Public Education has as its major purpose improving the quality of learning and teaching in West Virginia. One of the governing principles of the Master Plan is the establishment of learner oriented programs corresponding to the developmental stages of the student's life. These stages have been identified at the pre-kindergarten, early childhood, middle childhood, and adolescent levels. The Educational Goals for West Virginia and subsequent State Board policies have as their foundation the principle that learner-oriented educational personnel programs must be established in accordance with the student developmental stages defined in the Master Plan.

2.2. As a result of Policy 5100, anyone accepted into an approved educational personnel preparation program in West Virginia after August 31, 1985, must complete the content and professional education components at each programmatic level for which licensure is being sought. Therefore, in order to assure the public that high quality education is being provided to children and youth, licensure for professional educa-

tors must signify an alignment of public school educational programs and the preparation of professional educators.

§126-134-3. Certification Patterns.

3.1. Endorsements on a license will relate to approved public school programs and/or areas of study and will be issued at the pre-kindergarten and kindergarten (Pre-K-K), early childhood (grades K-4), middle childhood (grades 5-8), adolescent (grades 9-12), and adult levels and combinations thereof.

§126-134-4. Implementation.

4.1. Refiling of teacher education programs.

a. To assure that teacher training programs serve the personnel needs of public schools, this policy requires that institutions of higher education refile their existing programs in accordance with the guidelines for refiling programs under Policy 5100.

b. After the refiling process has been completed, this policy allows institutions of higher education to request West Virginia Board of Education approval to develop new programs which depart from the guidelines for refiling programs. However, such new programs should reflect advisement of students to enroll in a minimum of:

1. two (2) endorsements within one (1) student developmental level; or

2. one (1) endorsement across two (2) student developmental levels.

In vocational endorsement areas, adolescent/adult levels could constitute the two (2) level requirement. Such advisement will allow individuals to be trained in multiple endorsements and levels to facilitate employment within the wide variety of buildings in which educational programs are delivered at the

county level.

c. Exceptions to the two (2) field/two (2) levels requirement may be granted by the West Virginia Department of Education in accordance with procedures to be established. An annual report on exceptions will be submitted to the West Virginia Board of Education.

4.2. Transitional assignments.

a. Professional personnel certified prior to the implementation of the new patterns may at the discretion of the county superintendent be assigned within the same building to teach one (1) grade level below or above the grade levels within the endorsement areas on their Professional Certificates without further training.

b. If the county superintendent determines additional staff development is needed by individuals as a result of the reassignment, staff development programs may be developed as part of the county's staff development program in order to provide personnel with the necessary skills, knowledge, and/or attitudes necessary to deliver the educational program. For example, a program may be designed to provide professional educators prepared and certified grades 5-8, but assigned in a 6-9 or 7-9 building with the knowledge, skills, and attitudes necessary to deliver level 9 learning outcomes in the area endorsed on their licenses.

c. Professional personnel desiring to extend their certificates beyond a single grade level must enter a transitional training program approved by the West Virginia Board of Education in accordance with guidelines contained within this policy within the Effective Date section.

d. This transitional provision shall sunset on June 30, 1989 unless readopted by the West Virginia Board of Education.

§126-134-5. Effective Date.

5.1. Instate applicants. Individuals completing state approved educational personnel preparation programs in West Virginia institutions of higher education in accordance with Policy 5100 will be issued endorsements at the new levels. All other West Virginia institution graduates will receive the traditional patterns.

5.2. Out-of-state applicants. Beginning with the 1985-86 school year, out-of-state applicants seeking the initial certificate and who have completed programs resulting in levels of certification comparable to the new patterns will receive endorsements at the appropriate levels. Effective July 1, 1988 the new certification patterns only will be issued to qualified out-of-state applicants.

5.2. Transitional period. During the transitional period effective 1985-86, training options for currently employed personnel will be available to allow an individual to expand his/her certificate to reflect the new patterns. These transitional programs must

a. be developed by county school districts and institutions of higher education;

b. reflect West Virginia Board of Education adopted program objectives;

c. recognize that employed personnel may already have acquired the necessary program objectives;

d. have West Virginia Board of Education approval prior to implementation based upon guidelines to be developed for inclusion in the 1985-86 permit/authorization policy revision.

Transitional programs may be delivered in a formal course or staff development context utilizing the most appropriate personnel as determined locally.