

**WEST VIRGINIA
SECRETARY OF STATE**

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In this Box

FILED

JUN 24 3 42 PM '97

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126
W.Va. Const., Article XII, §2 and W.Va. Code §§18-2-5, 18-10E-1,
CITE AUTHORITY: 18A-2-9, 18A-3-1, 18A-3-1a, 18A-3-3a, 18A-3-6, 18A-3-7, 18A-4-4

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE XX

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW
W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education v. Hechler
180 W.Va. 451; 376 S.E.2d 839 (1988)

AMENDMENT TO AN EXISTING RULE: YES XX, NO _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 136

TITLE OF RULE BEING AMENDED: Minimum Requirements for the Licensure
of Professional/Paraprofessional Personnel and Advanced Salary
Classification (5202)

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: _____

TITLE OF RULE BEING ADOPTED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 24, 1997.

Cynthia E. Evans
Director, Legal Services

**POLICY 5202. MINIMUM REQUIREMENTS FOR THE LICENSURE OF
PROFESSIONAL/PARAPROFESSIONAL PERSONNEL AND
ADVANCED SALARY CLASSIFICATIONS**

EXECUTIVE SUMMARY

Background: Replacement Policy 5202 was drafted by the Educators for West Virginia's Future Task Force and placed on public comment at the March 1997 meeting of the State Board. Eighty-two comments were received during the comment period. The proposed policy contained numerous amendments which require authority from the West Virginia Legislature. These amendments, which were designated with bold italicized print, have been removed from the policy because the Legislature did not address these issues during its most recent session. Existing licensure provisions in those amendment areas have been restored in the policy. Several other major changes, as well as numerous editorial amendments, have been made in the policy as a result of the comments received. The major changes include:

- Assignment One Grade Level Above or Below. - Educators currently assigned one grade above or below the grade levels reflected for a particular specialization will be granted an Authorization to continue to teach at that grade level within the same county only.
- Assignment of Special Educators. - This provision has been amended to incorporate the requirements established in Policies 2510 and 2520.
- Assignment of Elementary or Multisubjects Teachers. - Effective July 1, 1998, personnel licensed for elementary education or multisubjects may not be newly assigned to teach a specific content specialization in a departmentalized 7th or 8th grade unless they hold licensure for the content specialization or exhibit subject matter competence to deliver the instructional goals and objectives. Educators who exhibit subject matter competence or who are currently assigned to teach a particular content subject in 7th or 8th grade based on their elementary or multisubjects endorsement will be granted an Authorization to continue to teach that content subject within the same county only.
- Special Education Endorsements for Out-of-State Applicants. - The provision allowing an out-of-state applicant who holds a multi- or non-categorical special education endorsement to receive categorical special education endorsements based on specific performance assessments or teaching experience has been restored in the proposed policy. This provision exists in current Policy 5202.
- Grade Point Average. - The exception to the 2.5 overall grade point average (GPA) if the applicant has a 3.0 GPA in the last 50% of her/his college course work has been removed from the policy as recommended by the Task Force.
- Testing Requirements for Vocational Teachers. - The addition of the testing and performance assessment requirements for vocational teachers allow us to repeal WV 126CSR156, Policy 5106.
- Alternative Education Standards. - The provision which states that the State Board will work with the Commission on Professional Teaching Standards to develop additional standards for licensure of teachers assigned to alternative education programs has been deleted because it is inappropriate to make such a statement in the regulations. However, the State Board will refer this issue to the Commission for review.

**TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION**

**SERIES 136
MINIMUM REQUIREMENTS FOR THE LICENSURE
OF
PROFESSIONAL/PARAPROFESSIONAL PERSONNEL
AND
ADVANCED SALARY CLASSIFICATIONS (5202)**

(REPLACEMENT RULES)

**POLICY §126-136
TABLE OF CONTENTS**

§126-136-1. General 1

§126-136-2. Summary 1

§126-136-3. Purpose 1

§126-136-4. Definitions 2

§126-136-5. Legal Bases for Licensure 7

 5.1. West Virginia Board of Education 7

 5.2. State Superintendent of Schools 7

§126-136-6. Responsibilities in the Licensure Process 7

 6.1.1. Educator 7

 6.1.2. County Superintendent 8

 6.1.3. Licensing Agency 9

 6.1.4. Licensure Appeal Panel 9

§126-136-7. Authorized Licenses, Specializations and Programmatic Levels 9

 7.1. Categories of Licenses 9

 7.2. Licenses for Professional Educators 9

 7.3. Licenses for Service Personnel 10

 7.4. Specializations 10

 7.5. Approved Grade Levels 10

 7.6. Salary Classifications 11

§126-136-8. Dating of Licenses, Additional Endorsements, Advanced Degrees
 and Advanced Salary Classifications 11

 8.1. Dating of Licenses, Additional Endorsements, Advanced
 Degrees and Advanced Salary Classifications 11

 8.2. Expiration Date 11

§126-136-9. Assignment of Professional Personnel 11

 9.1. Educator 11

 9.2. Assignment One Grade Above or Below 11

 9.3. Adult Programs 11

9.4. Home/Hospital Instruction	12
9.5. Special Education Program-Out-of-School Environment	12
9.6. Special Education	12
9.7. Curriculum Enrichment	12
9.8. Assignment of Elementary or Multisubjects Teachers	12
9.9. Assignment of Long-Term Substitutes	12
9.10. Assignment of Short-Term Substitutes	13
9.11. Contracted or RESA Services	13
 §126-136-10. Out-of-State Applicants.	 13
10.1. Interstate Contract	13
10.2. Recognition of Out-of-State Licenses	13
10.3. Testing for Out-of-State Applicants	13
 §126-136-11. Tuition Reimbursement	 13
11.1. General Criteria	13
11.2. Limitations	14
 §126-136-12. Recognition of Degrees and Course Work for Licensure, Renewal and Advanced Salary Classifications	 14
12.1. Bachelor's Degree	14
12.2. Master's Degree	14
12.3. Doctorate	14
12.4. Degrees and Course Work from Unaccredited Colleges	14
12.5. Recognition of College Credit for Renewal and Salary Purposes	14
12.6. Related to the Public School Program	14
 §126-136-13. Common Licensure Requirements	 15
13.1. General Requirements	15
13.2. Grade Point Average	15
13.3. Beginning Educator/Internship	15
13.4. Licensure and Related Fees	15
 §126-136-14. Professional Teaching Certificate or Professional Service Certificate ...	 16
14.1. Provisional Professional Teaching Certificate or Provisional Professional Service Certificate	16
14.2. Renewal of the Provisional Professional Teaching Certificate or Provisional Professional Service Certificate	17
14.3. Conversion of the Provisional Professional Teaching Certificate or Provisional Professional Service Certificate to the Professional Teaching Certificate or Professional Service Certificate	18

14.4. Permanent Professional Teaching Certificate or Professional Service Certificate	18
14.5. Temporary Teaching or Service Certificate	19
§126-136-15. Full-Time Permits for Teaching and Student Support Services	20
15.1. Issuance of the Initial Full-Time Permit	21
15.2. Renewal of the Full-Time Permit	21
15.3. Extension of the Full-Time Permit for Extenuating Circumstances	22
§126-136-16. Substitute Permits for Teaching and Student Support Services	22
16.1. Initial Substitute Permit	22
16.2. Renewal of the Substitute Permit	23
§126-136-17. Professional Administrative Certificate	23
17.1. Provisional Professional Administrative Certificate	23
17.2. Renewal of the Provisional Professional Administrative Certificate	24
17.3. Conversion of the Provisional Professional Administrative Certificate	25
17.4. Temporary Administrative Certificate	25
§126-136-18. Full-Time Permit for Educational Leadership Endorsements	27
18.1. Issuance of Initial Permit	27
18.2. Renewal of the Full-Time Permit for Educational Leadership Endorsements	27
18.3. Extension of the Full-Time Permit for Extenuating Circumstances ..	28
§126-136-19. Vocational Permit.	28
19.1. Issuance of the Initial Full-Time Vocational Permit	28
19.2. Renewal of the Vocational Permit	31
§126-136-20. Vocational Certificate.	32
20.1. Initial Vocational Certificate.	32
20.2. Renewal of the Vocational Certificate	33
20.3. Permanent Vocational Certificate	33
20.4. Temporary Vocational Certificate	33
§126-136-21. Substitute Vocational Permit	34
21.1. Initial Substitute Vocational Permit	34

21.2. Renewal of the Substitute Vocational Permit	35
§126-136-22. Adult Licenses	35
22.1. Initial Adult Licenses and Renewal	35
§126-136-23. Authorizations	38
23.1. Initial Authorizations and Renewal	38
§126-136-24. Advanced Salary Classifications for Educators	43
24.1. Purpose	43
24.2. Governing Principles	43
24.3. Salary Classifications for Holders of the Vocational License Permit or Certificate	44
24.4. Dating of Advanced Salary Classifications	45
§126-136-25. Paraprofessional License.	46
25.1. Permanent Paraprofessional Certificate	46
§126-136-26. Licensure Appeal Panel.	47
26.1. Purpose	47
26.2. Jurisdiction	47
26.3. Membership	47
26.4. Terms of Office	47
26.5. Election of Chairperson	47
26.6. Quorum	47
26.7. Meetings	47
26.8. Burden of Proof	48
26.9. Liaison	48
26.10. Appeal Process	48
26.11. Review of the Record	49
26.12. Hearings	50
26.13. Appeal to the State Board of Education	51
26.14. Appeal to the Kanawha County Circuit Court	51
Appendix A. Approved Specializations and Grade Levels.	53
Appendix B. Required Tests For West Virginia Licensure	59

FILED

JUN 24 3 42 PM '97

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

SERIES 136
MINIMUM REQUIREMENTS FOR THE LICENSURE
OF
PROFESSIONAL/PARAPROFESSIONAL PERSONNEL
AND
ADVANCED SALARY CLASSIFICATIONS (5202)

§126-136-1. General.

1.1. Scope. - This legislative rule establishes the minimum requirements for the licensure of educational personnel to be employed in the public schools of West Virginia.

1.2. Authority. - West Virginia Constitution, Article XII, Section 2, West Virginia Code §§18-2-5, 18-10E-1, 18A-2-9, 18A-3-1, 18A-3-1a, 18A-3-3a, 18A-3-6, 18A-3-7, 18A-4-4.

1.3. Filing Date. June 24, 1997

1.4. Effective Date. - July 24, 1997

1.5. Repeal of former rule. - This legislative rule repeals WV 126CSR155, Policy 5203, WV 126CSR156, Policy 5106, and WV 126CSR138, Policy 5211 and repeals and replaces WV 126CSR136, Policy 5202.

§126-136-2. Summary.

2.1. These rules outline the minimum requirements for the various licenses approved by the State Board and issued by the state superintendent of schools to educators and paraprofessionals who wish to work in West Virginia's public schools. They also outline the requirements for educators who wish to qualify for an advanced salary classification. Important terminology is defined, governing principles are identified, and the criteria for issuance of each license and salary classification are established.

§126-136-3. Purpose.

3.1. The primary purpose of licensure is to assure the public that educators and paraprofessionals meet established levels of competence to deliver an appropriate and effective educational program to the state's public school students. Licensure requirements established in this policy provide a means of ensuring that persons employed in West Virginia public schools have the necessary knowledge and skills to meet the responsibilities of their professional assignments in instruction, student support services and/or administration.

3.2. The licensure system defined in these rules supports: 1) the proposition that licensure patterns and specializations should meet the needs of students; and 2) the mobility of qualified educational personnel.

3.3. The State Board will create the West Virginia Commission for Professional Teaching Standards (WVCPTS) which will be comprised of a majority of classroom teachers, and which will be responsible for reviewing and recommending to the State Board regulations for the licensure of educational personnel.

§126-136-4. Definitions.

4.0. A.B. - A bachelor's degree from an accredited institution of higher education as defined in §126-136-4.2, which has been issued to, or for which the requirements for such have been met by, a person who qualifies for or holds a Professional Certificate or its equivalent.

4.1. A.B. Plus 15. - A bachelor's degree from an accredited institution of higher education as defined in §126-136-4.2 plus 1) 15 semester hours of approved graduate course work from an accredited institution of higher education, as defined in §126-136-4.2, approved to offer graduate credit, met by a person who qualifies for or holds a Professional Certificate or its equivalent.

4.2. Accredited Institution of Higher Education. - A college or university accredited: 1) by the official accrediting agency of the state in which the institution is located and, 2) by one of the six regional accrediting agencies recognized by the National Commission on Accrediting (Middle States, New England, Northwest, North Central, Southern, and Western Associations), the American Association of Bible Colleges, the Association of Independent Colleges and Schools or the Association of Theological Schools, to award degrees at a stipulated level, i.e., bachelor's degree, master's degree, and/or doctorate degree.

4.3. Advanced Salary Classification. - The upgrading of an educator's salary classification to bachelor's plus 15, master's, master's plus 15, master's plus 30, master's plus 45, or doctorate.

4.4. Ancillary Requirements. - For purposes of implementing the Interstate Contract Concerning Qualification of Educational Personnel, ancillary requirement means the following: minimum grade point average, standardized testing or assessment, mentoring, experience or graduation from an accredited institution of higher education.

4.5. Appeal. - A written request submitted by an individual for a credential review based on one of the provisions stated in §126-136-26.10.1. The appeal shall cite the basis for the appeal and shall include evidence supplied by the appellant to support her/his contention.

4.6. Appeal Panel. - Licensure Appeal Panel.

4.7. Approved Program. - An educational preparation program based upon state adopted program objectives and other requirements which is delivered by an accredited college or university and which has the endorsement of the State Board.

- 4.8. Beginning Educator. - A classroom teacher with less than two years of experience.
- 4.9. Beginning Educator Internship. - A state sanctioned program of continuing professional development for classroom teachers designed to assist the educator during the first year or two of employment by providing a mentor to guide her/him during the transition to a new job assignment.
- 4.10. Board of Education. - A legally constituted entity including a county board of education, the West Virginia Schools for the Deaf and the Blind, West Virginia Department of Education, a regional education service agency or any non-public school or school system in West Virginia.
- 4.11. Conversion. - The process of an educator completing requirements to upgrade from the Provisional Professional Certificate valid for three years to the Professional Certificate valid for five years.
- 4.12. County Superintendent. - The chief administrative officer of a county board of education, the West Virginia Schools for the Deaf and the Blind, the West Virginia Department of Education, a regional education service agency or any non-public school or school system in West Virginia.
- 4.13. Day. - Calendar day.
- 4.14. Doctorate. - A doctor's degree from an accredited institution of higher education as defined in §126-136-4.2 approved to offer such degrees, which has been issued to, or for which the requirements have been met by, a person who qualifies for or holds a Professional Certificate or its equivalent.
- 4.15. Duplicate credit. - Credit which covers substantially the same content for which the person has received previous credit.
- 4.16. Educator. - Shall mean the same as "teacher" as defined in W.V. Code §18-1-1.
- 4.17. Endorsement. - The specialization(s) and grade levels appearing on any license which designate the program areas to which the holder can be legally assigned within the public schools of West Virginia.
- 4.18. Experience. - A professional assignment consistent with the endorsement(s) identified on the educator's license(s).
- 4.19. GED. - General Educational Development Certificate.
- 4.20. Graduate Credit. - Credit beyond the bachelor's level earned at an accredited institution of higher education as defined in §126-136-4.2 approved to offer graduate credit.
- 4.21. Hearing. - The part of a session devoted to the taking of evidence or presentation of argument during the Licensure Appeal Panel's adjudication of an appeal.
- 4.22. Higher Education Governing Boards. - The university system of West Virginia Board of Trustees and the Board of Directors of the state college system.

- 4.23. Institution of Higher Education. - An accredited college or university.
- 4.24. License. - The term used to designate any or all of the documents issued by the licensing agency to empower an individual to perform designated services within the public schools of West Virginia.
- 4.25. Licensing Agency. - West Virginia Department of Education.
- 4.26. Long-Term Substitute. - A licensed educator who temporarily replaces, for more than 30 instructional days, the person assigned to a position.
- 4.27. Management Level Experience. - Work experience in which an individual's assignment in the organization is designated as a position of authority with responsibility for regulating the relationships between and among people.
- 4.28. M.A. - A master's degree related to the public school program earned at an accredited institution of higher education as defined in §126-136-4.2 approved to offer graduate work, which has been issued to, or the requirements for which have been met, by a person who qualifies for or holds a Professional Certificate or its equivalent.
- 4.29. M.A. Plus 15. - A master's degree related to the public school program earned in an accredited institution of higher education as defined in §126-136-4.2 plus: 1) 15 semester hours of approved graduate course work from an accredited institution of higher education. This classification requires 45 semester hours including a master's degree.
- 4.30. M.A. Plus 30. - A master's degree related to the public school program earned in an accredited institution of higher education as defined in §126-136-4.2 plus: 1) 30 semester hours of approved graduate course work from an accredited institution of higher education. This classification requires 60 semester hours including a master's degree.
- 4.31. M.A. Plus 45. - A master's degree related to the public school program earned in an accredited institution of higher education as defined in §126-136-4.2 plus: 1) 45 semester hours of approved graduate course work from an accredited institution of higher education. This classification requires 75 semester hours including a master's degree.
- 4.32. Mentor. - An experienced classroom teacher who is assigned to assist and support the beginning educator during the beginning educator internship.
- 4.33. One Year of Experience. - One year of experience for conversion purposes equals 133 paid days within one school year.
- 4.34. Performance Assessment. - The process whereby a cooperating public school educator and a higher education faculty member judge a prospective educator's ability to apply basic professional knowledge and skills in an educational setting using an approved instrument that incorporates State Board approved professional education standards.

4.35. Prerequisite Experience for Conversion. - An educator's paid professional assignment consistent with the endorsement(s) identified on the educator's Professional Certificate or permissible under these rules.

4.36. Professional Certificate or Its Equivalent. - The Professional Teaching Certificate, Professional Service Certificate, Professional Administrative Certificate, Vocational Certificate, Temporary Professional Teaching Certificate, Temporary Professional Service Certificate, Temporary Professional Administrative Certificate, Temporary Vocational Certificate or the Permanent Authorization for School Nurse.

4.37. Professional Commitment. - A written agreement signed by an educator with less than the Provisional Professional Certificate or Vocational Certificate to pursue certification in the endorsement area(s) in which he/she is employed.

4.38. Quarter Hour Conversion. - One quarter hour is equivalent to two-thirds of one semester hour.

4.39. Regionally Accredited Institution of Higher Education. - A college or university accredited by: 1) the official accrediting agency of the state in which the institution is located and 2) one of the six regional accrediting agencies recognized by the National Commission on Accrediting (Middle States, New England, Northwest, North Central, Southern and Western Associations) to award degrees at a stipulated level, i.e., bachelor's degree, master's degree and/or doctorate degree.

4.40. Renewal. - The extension of the license's validity period under conditions set forth in these rules.

4.41. Responding Party. - The licensing agency, a college or university, or other designated educational agency whose credential evaluation or interpretation of the licensure policy is contested by the appellant in an appeal pursuant to §126-136-26.10.

4.42. Review of the Record. - The process of adjudicating an appeal on the basis of the request for review, the response of the responding party, and any other documentation submitted by the parties, without resort to a hearing, and entry of a written decision based upon the law, regulations and record.

4.43. School Year. - July 1 through June 30.

4.44. Semester Hour of College Credit. - The unit of credit used for renewal of any license and/or advanced salary classifications.

4.45. Session. - A formal meeting of the Licensure Appeal Panel for the purpose of adjudicating one or more appeals by hearing or by review of the record, or for the purpose of conducting other business related to the functions of the Licensure Appeal Panel.

4.46. Short-Term Substitute. - A licensed educator who temporarily replaces, for 30 or fewer instructional days, the person assigned to that position.

4.47. Specialization. - The specific teaching, administrative or student support services assignment in which an individual may function legally within the public schools of West Virginia. Refer to Appendix A.

4.48. State Board. - West Virginia Board of Education.

4.49. Superintendent. - The chief administrative officer of a legally constituted entity including a county board of education, the West Virginia Schools for the Deaf and the Blind, West Virginia Department of Education, a regional education service agency or any non-public school or school system in West Virginia.

4.50. Teaching Experience. - Classroom teaching or student support services experience within the specialization(s) and grade levels reflected on the educator's license.

4.51. Validity Period. - The time period for which a license is valid as reflected by the effective and expiration dates.

4.52. Vocational B.A. Plus 15. - Completion of the course work for issuance of the Vocational Certificate plus: 1) 15 semester hours of approved undergraduate course work from a regionally accredited institution of higher education as defined in §126-136-4. 39.

4.53. Vocational M.A. - Completion of the course work for issuance of the Vocational Certificate plus: 1) 30 semester hours of approved undergraduate course work from a regionally accredited institution of higher education as defined in §126-136-4. 39.

4.54. Vocational M.A. Plus 15. - Completion of the course work for issuance of the Vocational Certificate plus: 1) 45 semester hours of approved undergraduate course work from a regionally accredited institution of higher education as defined in §126-136-4. 39.

4.55. Vocational M.A. Plus 30. - Completion of the course work for issuance of the Vocational Certificate plus: 1) 60 semester hours of approved undergraduate course work from a regionally accredited institution of higher education as defined in §126-136-4. 39. A vocational educator who holds a permanent Vocational Certificate and a bachelor's degree may qualify for the M.A. Plus 30 salary classification.

4.56. Vocational M.A. Plus 45. - Completion of the course work for issuance of the Vocational Certificate plus: 1) 75 semester hours of approved undergraduate course work from a regionally accredited institution of higher education as defined in §126-136-4. 39. A vocational educator who holds a permanent Vocational License and has completed a bachelor's degree plus 15 semester hours of graduate credit may qualify for the M.A. Plus 45 salary classification.

4.57. Warranty Retraining. - Additional schooling for a high school graduate who received a warranty but does not perform at the stated level of proficiency.

4.58. West Virginia Commission for Professional Teaching Standards. - The official body representative of the educational community that is responsible for 1) reviewing and recommending to the State Board standards for the licensure of educational personnel; 2) hearing appeals related to licensure; and 3) any other duties related to licensure as assigned by the State Board.

§126-136-5. Legal Bases for Licensure.

5.1. West Virginia Board of Education.

5.1.1. The education of professional educators in the state shall be under the general direction and control of the State Board (W.V. Code §18A-3-1).

5.1.2. The State Board, after consultation with the West Virginia Commission for Professional Teaching Standards, shall adopt standards for the education of professional educators in the state and for the awarding of licenses valid in the public schools of this state .

5.2. State Superintendent of Schools.

5.2.1. Issuance of Licenses. - In accordance with State Board rules for the education of professional educators, the state superintendent of schools may issue licenses valid in this state (W.V. Code §18A-3-2a).

5.2.2. Revocation of Licenses. - The state superintendent of schools may, after ten (10) days' notice and upon proper evidence, revoke the license(s) of any educator or paraprofessional for drunkenness, untruthfulness, immorality, or for any physical, mental or moral defect which would render her/him unfit for the proper performance of her/his duties as an educator. The state superintendent of schools may revoke the license(s) of any professional educator who knowingly provides fraudulent information relative to another individual's teaching credentials (W. V. Code §18A-3-6).

5.2.3. Recall of Licenses. - If a license has been issued through an error, oversight or misinformation, the state superintendent of schools shall have the authority to recall the license and make such corrections as will conform to the requirements of law and State Board rules (W. V. Code §18A-3-6).

§126-136-6. Responsibilities in the Licensure Process.

6.1. There are certain underlying principles applicable to all individuals involved in the licensure process.

6.1.1. Educator. - The educator shall:

a. Familiarize Her/Himself with Licensure Requirements. - Every educator is responsible for familiarizing her/himself with the West Virginia licensure and salary classification requirements and for making application for any licensure/salary classification to which he/she is entitled. It is the educator's responsibility to ensure that he/she holds a license valid for her/his assignment.

b. Consult with County Superintendent or Professional Designee. - Each employed educator shall select, in consultation with the county superintendent or professional designee, the college/university course work most appropriate to her/his current or anticipated assignment and long-range professional development plan. An educator who is not employed in West Virginia but who taught or resides in this state and wishes to renew her/his West Virginia

Professional Certificate(s) must consult with the county superintendent in the county in which he/she last taught or resides (W.V. Code §18A-3-3). The county superintendent or professional designee shall approve the college/university course work to be used for renewal. Failure to secure prior approval from the county superintendent or professional designee may result in the denial of the use of certain course work for the purposes of renewal.

c. Consult with Licensing Agency. - An educator who is not employed as an educator in West Virginia and has never taught or resided in West Virginia but desires to renew license shall select, in consultation with the licensing agency staff, the college/university course work most appropriate to her/his anticipated assignment and long-range professional development plan. Failure to secure prior approval from the licensing agency may result in the denial of the use of certain college/university course work for the purposes of renewal. The state superintendent shall recommend the applicant for renewal of her/his Professional Certificate.

d. Completion of Renewal Credit. - The educator is encouraged to complete the college/university course work for the renewal of the Professional Certificate one year prior to the expiration date of the certificate being renewed.

6.1.2. County Superintendent. - The county superintendent shall:

a. Counsel Employees. - The county superintendent or professional designee is encouraged to advise employed educators regarding licensure requirements and to inform each educator concerning her/his professional responsibility for maintenance of her/his license, additional endorsements and/or advanced salary classifications, including the procedures by which these processes are completed. County superintendents are encouraged to notify employees at least one year in advance of the date the employees' license(s) must be renewed.

b. Approve Renewal Credit. - The county superintendent or professional designee shall approve appropriate college/university course work for renewal purposes.

c. Recommend for Licensure. - The county superintendent shall recommend the issuance and renewal of all licenses, as noted, for educators employed by the board of education.

d. Report Immorality and Neglect of Duty. - Any county superintendent who knows of any immorality or neglect of duty on the part of a licensed educator or paraprofessional shall report the same, together with all the facts and evidence, to the licensing agency for appropriate action (W.V. Code §18A-3-6).

e. Employ and Assign Personnel. - The county superintendent shall recommend to the board of education the most qualified applicant for each instructional, student support services and administrative position (W.V. Code §18A-4-7a). In addition, the county superintendent shall ensure that each educator and paraprofessional holds appropriate licensure for her/his assignment within the first three months of such employment. If an educator or paraprofessional is employed in good faith on the anticipation that he/she is eligible for a license and it is later determined that the educator or paraprofessional was not eligible, the county superintendent shall be authorized to pay the educator or paraprofessional for a time not exceeding three school months or the date of notification of the ineligibility, whichever shall occur first (W.V. Code §18A-3-2).

6.1.3. Licensing Agency. - The licensing agency shall:

a. Notify Applicant of Approval or Denial of Application for Licensure. - The licensing agency shall notify, in writing, each applicant regarding the approval or denial of her/his application for licensure or salary classification.

b. Provide Technical Assistance. - The licensing agency shall provide technical assistance to individuals, boards of education and other agencies in understanding and implementing the licensure process.

c. Maintain Records. - The licensing agency serves as the repository for all licensure records, documents, and related materials. Applications, transcripts, fees, and other documents submitted for the issuance or maintenance of a license become the property of the licensing agency.

d. Waive Requirements. - The state superintendent of schools shall have the authority to waive licensure requirements in a situation where he/she judges, after thorough investigation, that the applicant's knowledge, preparation and/or experience are adequate to justify such waiver. Upon receipt of notification that a license has been denied by the licensing agency, the applicant may request a waiver from the state superintendent or file an appeal with the Licensure Appeal Panel. If the applicant chooses to request a waiver from the state superintendent, the applicant's written request for the waiver must justify why the waiver should be granted. The state superintendent of schools must state, in writing, the reason(s) for granting or denying such waiver with a copy to be maintained in the applicant's records and a copy to be forwarded to the West Virginia Commission for Professional Teaching Standards at its next regularly scheduled meeting.

6.1.4. Licensure Appeal Panel. - The Licensure Appeal Panel is established to allow an objective review of issues and decisions on interpretation of regulations related to an individual's application for licensure. An appeal shall be filed pursuant to the procedures outlined in §126-136-26.

§126-136-7. Authorized Licenses, Specializations, and Programmatic Levels.

7.1. Categories of Licenses.

7.1.1. West Virginia issues seven categories of licenses to professional personnel: a) Professional Certificate; b) Temporary Certificate; c) Vocational Certificate; d) Temporary Vocational Certificate, e) Permit; f) Adult License and g) Authorization. One category of license, the Paraprofessional Certificate, is granted to service personnel.

7.2. Licenses for Professional Educators.

7.2.1. Professional Certificate. - The Professional Certificate may be issued to an individual who meets prescribed experience and/or academic and professional standards and who has been assessed as competent to assume a role in public education in keeping with the specialization(s) and grade levels designated on this license. A Professional Certificate may be issued in teaching, student support services, or administrative specializations.

7.2.2. Temporary Certificate. - The Temporary Certificate may be issued to an individual who meets prescribed experience and/or academic and professional standards for the Professional Certificate but has not met the citizenship and/or testing requirements prescribed for issuance of the Professional Certificate. A Temporary Certificate may be issued in teaching, student support services or administrative specializations.

7.2.3. Vocational Certificate. - The Vocational Certificate may be issued to an individual who has acquired prescribed vocational and/or technical skills through specific wage-earning experience and/or training and who has been assessed as competent to assume a role in public education in keeping with the specialization(s) and grade levels designated on this license. The Vocational Certificate is equivalent to the Professional Certificate for salary purposes.

7.2.4. Temporary Vocational Certificate. - The Temporary Vocational Certificate may be issued to an individual who meets prescribed experience but has not met the citizenship and/or testing requirements prescribed for issuance of the Vocational Certificate.

7.2.5. Permit. - The Permit may be issued to an individual who does not meet the requirements for the Professional or Vocational Certificate but who has been determined by the county superintendent to be the most qualified applicant for the position.

7.2.6. Adult License. - The Adult License may be issued to an individual who meets prescribed experience and/or academic standards for teaching adults in the specialization(s) designated on the license.

7.2.7. Authorization. - The Authorization may be issued under criteria established by the State Board to an individual who does not meet criteria for any of the above licenses or who is assigned to a position for which a specialization on the Professional or Vocational Certificate does not exist.

7.3. Licenses for Service Personnel.

7.3.1. Paraprofessional Certificate. - The Paraprofessional Certificate may be issued to an individual who meets prescribed academic or equivalent standards and/or experience to work in a support capacity to assist in the facilitation of instruction and supervision of pupils while under the direction of a professional educator. An educator who holds a valid Professional Certificate who is employed as a paraprofessional does not need to hold a Paraprofessional Certificate.

7.4. Specializations.

7.4.1. Approved specializations for which licenses may be issued are found in Appendix A.

7.5. Approved Grade Levels.

7.5.1. Grade levels on a license shall relate to approved public school programs and shall be issued at the Preschool (PreK-K), Early Childhood (K-4), Middle Childhood (5-9), Adolescent (9-12), and Adult levels and combinations thereof. Elementary education may be issued at the K-6 level.

7.5.2. Grade levels reflected on licenses previously issued by the licensing agency shall remain valid.

7.6. Salary Classifications.

7.6.1. The holder of a Professional Certificate, Temporary Certificate, Vocational Certificate, Temporary Vocational Certificate or previously issued Permanent Authorization endorsed for school nurse may receive a salary classification at the bachelor's, bachelor's plus 15, master's, master's plus 15, master's plus 30, master's plus 45, or doctorate level provided the college/university course work used for the salary classification is in accordance with school law and the regulations of the State Board.

§126-136-8. Dating of Licenses, Additional Endorsements, Advanced Degrees and Advanced Salary Classifications.

8.1. Dating of Licenses, Additional Endorsements, Advanced Degrees and Advanced Salary Classifications. - The effective date of the license, additional endorsement, advanced degree or advanced salary classification shall be the date of the applicant's eligibility provided the application is received by the licensing agency within three months of the date of eligibility. When the application is received by the licensing agency more than three months after the date of the applicant's eligibility, the effective date shall be no more than three months prior to the date the application is received by the licensing agency except that such applications received in July, August and September shall not be dated prior to July 1 of the current school year.

8.2. Expiration Date. - All licenses which reflect an expiration date shall expire June 30 of the last year of their validity irrespective of the date of issuance (W.V. Code §18A-3-2).

126-136-9. Assignment of Professional Personnel.

9.1. Educator. - An educator who is employed within the public school system of the state shall hold a valid license for the specializations and grade levels to which he/she is assigned (W.V. Code §18A-3-2).

9.2. Assignment One Grade Above or Below. - Effective July 1, 1998, professional personnel newly assigned to a position will not be allowed to teach one grade level above or below the grade levels reflected on their license. However, an educator currently assigned to teach within the specialization(s) reflected on her/his license who is assigned one grade above or below the grade levels reflected for that specialization shall be issued, upon recommendation from the county superintendent, an Authorization to continue to teach at that grade level. The Authorization is valid only within the county from which the recommendation was issued.

9.3. Adult Programs. - An educator working in a program for adults who are seeking a high school diploma or warranty retraining must hold a valid license for a like assignment in a public school adolescent education program.

9.4. Home/Hospital Instruction. - An educator providing temporary home teaching or visiting teacher services, whether regular and/or special education, must hold a teaching license with an endorsement appropriate to the grade level of instruction.

9.5. Special Education Program: Out-of-School Environment.- An educator providing home teaching or visiting teacher services to eligible special education students in an Out-of-School Environment placement alternative as identified in the student's Individualized Education Program must hold a valid license with an endorsement appropriate for the exceptionality of the student(s) being served.

9.6. Special Education. - Effective July 1, 1999, personnel newly assigned to a position working with special education students may: 1) deliver the instructional goals and objectives in any general or vocational specialization for which they hold licensure; or 2) deliver the instructional goals and objectives to those special education students who are not included in the regular classroom provided that the special education teacher collaborates with an educator licensed in the general or vocational specialization for which instruction is provided; or 3) collaborate with the general or vocational teacher when special education students are included in the regular classroom.

9.7. Curriculum Enrichment. - An individual may provide, by reason of educational or practical background and employment records, curriculum enrichment on a part-time or temporary basis in highly specialized areas. These program areas include the performing arts, professions, and vocational specializations. The board of education may utilize such personnel in accordance with a locally adopted policy provided such personnel do not replace a licensed educator.

9.8. Assignment of Elementary or Multisubjects Teachers. -Effective July 1, 1998, personnel licensed for elementary education or multisubjects may not be newly assigned to teach specific content specializations (e.g., mathematics, English language arts, music) in a departmentalized seventh or eighth grade unless the educator holds appropriate licensure to teach the content specialization or exhibits subject matter competence to deliver the instructional goals and objectives approved by the State Board. The educator who exhibits subject matter competence shall be issued, upon recommendation from the county superintendent, an Authorization to continue to teach this specialization. In addition, an educator who is currently assigned to teach a single subject within the elementary curriculum based on a previous State Board policy shall be issued, upon recommendation from the county superintendent, an Authorization to continue to teach this specialization. In both cases, the Authorization is valid only within the county from which the recommendation was issued.

9.9. Assignment of Long-Term Substitutes. - A substitute who fills a position for more than 30 days (long-term) is required to hold a license with an endorsement appropriate for the assignment. A county superintendent who is unable to staff a long-term substitute position with a qualified educator shall seek approval from the local board of education to request a waiver from the state superintendent of schools. The written waiver request must indicate the efforts that were made to employ a fully qualified candidate. The state superintendent of schools may grant the waiver if the circumstances warrant such approval. However, the county superintendent must continue to seek the services of an educator with the appropriate endorsement(s) and place this individual in the position at a time determined to be in the best interest of the students.

9.10. Assignment of Short-Term Substitutes. - A substitute who fills a position for 30 days or less (short-term) may substitute in a specialization not reflected on the license.

9.11. Contracted or RESA Services. - An educator providing contracted services or services through a Regional Education Service Agency (RESA) must hold the same licensure required for an educator employed by a board of education.

§126.136.10. Out-of-State Applicants.

10.1. Interstate Contract Concerning Qualifications of Educational Personnel. - West Virginia is a member of the Interstate Contract Administrators Association which promotes the mobility of educators across state and national lines. Although West Virginia has entered into contracts with selected states for teaching, student support services, administrative and vocational personnel, ancillary requirements established by the licensing agency must be met by any individual seeking licensure in West Virginia. Ancillary requirements are defined in §126-136-4.4.

10.2. Recognition of Out-of-State Licenses. - West Virginia will issue a Professional or Vocational Certificate to an eligible applicant who holds an out-of-state license equivalent to the Professional or Vocational Certificate or to an eligible applicant who has completed an out-of-state approved program only when the level of training and the scope of the content covered by the specialization on the out-of-state license are equivalent to the West Virginia specialization and grade levels (e.g., history does not equal social studies). Until the current system of separate special education endorsements for behavior disorders, mentally impaired and specific learning disabilities is replaced by a multi-categorical endorsement, an individual who completed a state approved multi- or non-categorical special education program at an accredited out-of-state institution of higher education as defined in §126-136-4.2 shall receive the categorical special education endorsement(s) in the handicapping conditions covered by the multi- or non-categorical specialization provided the applicant meets all other requirements and documents a performance assessment or one year of experience in each of the areas covered by the multi- or non-categorical specialization. However, endorsements in mentally impaired-mild/moderate, behavior disorders and specific learning disabilities may be granted on the West Virginia certificate provided all three areas are covered by the multi- or non-categorical specialization and the applicant documents a performance assessment or one year of experience in any one of these areas. An endorsement for severe/profoundly handicapped or preschool handicapped requires documentation of a performance assessment or one year of experience in the specialization for which licensure is requested.

10.3. Testing for Applicants Who Completed an Out-of-State Approved Program or Who Are Seeking West Virginia Licensure Via the Experienced Educator Provisions. - See §126-136-14.1.3e. Required test scores are identified in Appendix B.

§126.136.11. Tuition Reimbursement for Educators.

11.1. General Criteria. - An educator may apply for tuition reimbursement provided he/she: 1) is employed on a continuing contract and in a public school in West Virginia; 2) has a license which needs to be renewed; 3) has completed appropriate college/university course work for the renewal of the license; and 4) applies for reimbursement no later than July 15 of the school year immediately

following the school year in which the course work was completed. Educators are encouraged to apply upon the completion of the course work due to the limited funds available for tuition reimbursement.

11.2. Limitations. - Only the cost for tuition of college/university credit used for the renewal of a license may be reimbursed. Reimbursement for an educator who attends an out-of-state institution of higher education may not exceed the amount of the highest corresponding fee charged at a West Virginia state-supported college or university. Each educator is limited to reimbursement for a maximum of six semester hours of credit for the renewal of any one license and a total of fifteen semester hours for each educator. Funds for reimbursement are subject to an annual allocation by the West Virginia Department of Education. Individuals are reimbursed on a first come, first served basis.

§126-136-12. Recognition of Degrees and Course Work for Licensure, Renewal and Advanced Salary Classifications.

12.1. Bachelor's Degree. - Only a bachelor's degree earned from an accredited institution of higher education, as defined in §126-136-4.2, approved to offer a bachelor's degree may be recognized for licensure and salary purposes.

12.2. Master's Degree. - Only a master's degree earned in an accredited institution of higher education, as defined in §126-136-4.2, approved to offer a master's degree and in a curriculum related to the public school program may be recognized for licensure and salary purposes (W.V. Code §§18A-3-3 and 18A-4-1).

12.3. Doctorate. - Only a doctorate earned in an accredited institution of higher education, as defined in §126-136-4.2, approved to offer a doctorate and in a curriculum related to the public school program may be recognized for licensure and salary purposes (W.V. Code §18A-4-1).

12.4. Degrees and Course Work from Unaccredited Colleges. - Degrees and/or course work from unaccredited institutions of higher education are not recognized for licensure or salary purposes. An applicant who completed a state approved program through an unaccredited college must complete appropriate degree requirements from an accredited college before licensure may be granted.

12.5. Recognition of College Credit for Renewal and Salary Purposes. - Only unduplicated course work related to the public school program as defined in §126-136-12.6 completed through an accredited institution of higher education, as defined in §126-136-4.2, and subsequent to the issuance of the license being renewed and within the five year period immediately preceding the date of application may be used for renewal of a license. Only unduplicated course work from an accredited institution of higher education related to the public school program may be used for an advanced salary classification.

12.6. Related to the Public School Program. - For purposes of renewal and advanced salary classifications, "related to the public school program" shall mean: 1) any course offering included in a degree program in the field of education; 2) content and/or professional education course work related to current licensure ; 3) content and/or professional education course work required for an additional endorsement; 4) professional development/special topics course work approved by the licensing agency; 5) course work identified in the personnel evaluation process; 6) course work related

to technology for education; and/or 7) course work related to the mission and goals of the State Board and/or the school organization.

§126-136-13. Common Licensure Requirements.

13.1. General Requirements. - A license to work in the public schools of West Virginia may be granted to an applicant who is: 1) a United States citizen, 2) of good moral character, 3) physically, mentally and emotionally qualified to perform the duties to which he/she is assigned, and 4) has attained the age of eighteen years on or before the first day of October of the year in which the license is issued (W.V. Code §18A-3-2a).

13.2. Grade Point Average.

13.2.1. For Issuance of an Original License. - A minimum overall grade point average of 2.5 for all college/university course work attempted is required for issuance of any license. The scholastic requirements shall be computed using the 4.0 scale including the discretionary academic forgiveness provisions approved by the higher education governing boards. If the institution of higher education requires a grade point average that exceeds the state minimum of 2.5, the grade point average specified by the college or university shall supersede the state minimum.

13.2.2. For Issuance of Additional Endorsements. - For an individual who already holds a West Virginia Professional Certificate, the 2.5 grade point average will be required only in the area(s) for which additional licensure is being requested. All required and elective courses completed for the endorsement shall be used in computing the grade point average regardless of the date of completion. If the institution of higher education's approved program requires a grade point average that exceeds the state minimum of 2.5 for the new endorsement, the grade point average specified by the college or university shall supersede the state minimum.

13.2.3. For Extension of Grade Levels on an Existing Endorsement. - The applicant shall include only those courses taken after July 1, 1994 to satisfy the 2.5 grade point average.

13.2.4. For Renewal of a License. - College/university credit completed for the renewal of a license must reflect a 3.0 grade point average.

13.3. Beginning Educator Internship. - An educator who receives her/his Professional Teaching Certificate after January 1, 1992 must successfully complete the Beginning Educator Internship. An educator who has successfully completed five years of out-of-state teaching experience is exempt from completing the Beginning Educator Internship.

13.4. Licensure and Related Fees. - A non-refundable processing fee, established by the State Board, shall be charged for all applications and requests for copies of records.

§126-136-14. Professional Teaching Certificate or Professional Service Certificate.

14.1. Provisional Professional Teaching Certificate or Provisional Professional Service Certificate.

14.1.1. General Criteria. - A Provisional Professional Teaching Certificate or Service Certificate may be issued to a person who has completed: 1) the minimum degree specified in Appendix A through an accredited institution of higher education as defined in §126-136-4.2; 2) the general requirements specified in §12-136-13.1; 3) the minimum grade point average specified in §126-136-13.2; 4) the tests specified in §126-136-14.1.3e; and 5) the conditions for issuance identified in §126-136-14.1.3. A Provisional Professional Certificate may be issued in the teaching or student support services specializations identified in Appendix A. The Provisional Professional Teaching or Service Certificate shall be endorsed to indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools.

14.1.2. Validity Period. - The Provisional Professional Teaching or Service Certificate shall be valid for three school years and shall expire on June 30 of the last year of its validity. An educator who graduates in December or whose Professional Certificate is effective on or after January 1 may be issued a Provisional Professional Certificate valid for a maximum of 3 ½ years.

14.1.3. Conditions for Issuance. - The applicant for a Provisional Professional Teaching or Service Certificate must submit evidence of satisfying the following:

a. Completion of an Institution of Higher Education's State Approved Program. - Successful completion of an accredited institution of higher education's state-approved program and the recommendation of the designated official at the college or university through which the program was completed. An applicant who completed the approved program through an accredited college or university outside of West Virginia may present a photocopy of the valid out-of-state Professional Certificate or a letter of eligibility from the other state's licensing agency in lieu of the college or university recommendation; **OR**

b. Successful Educational Experience. - Three years of successful out-of-state experience as an educator within the seven years immediately preceding the date of application and a valid out-of-state Professional Certificate. The experience for each specialization requested must have been on at least a one-half time basis. Both the out-of-state Professional Certificate and the experience must be in the specialization(s) for which West Virginia licensure is requested; **OR**

c. Alternative Program for the Education of Teachers (APET). - Successful completion of a state approved APET program as specified in WV 126CSR161, Policy 5901, and the recommendation of the designated official (W. V. Code §18A-3-1a); **OR**

d. Alternative Delivery Program by an Institution(s) of Higher Education. - Holds a minimum of a bachelor's degree in a content area related to the K-12, 5-12, or 9-12 specialization for which licensure is requested and successfully completes a state approved alternative delivery program that incorporates the preprofessional skills, content and professional education standards approved by the State Board (See WV 126CSR114 Policy 5100). The program may be developed and/or delivered by an institution of higher education or a consortium of institutions;

AND

e. State Board Adopted Tests. - Unless identified as an exemption in §126-136-14.1.3. e.D, an educator must satisfy the minimum proficiency levels identified in Appendix B, as adopted by the State Board, in:

A. Pre-professional Skills. - Praxis I-Pre-Professional Skills Tests in reading, writing and mathematics; **AND**

B. Content Specialization(s). - Praxis II-Content Specialization Test(s) for each specialization for which licensure is requested, if a test is required; **AND**

C. Professional Education. - Principles of Learning and Teaching Praxis Test that includes at least a portion of the grade levels indicated on the anticipated license. This test is required for educators completing a West Virginia state approved program after September 1, 1997 and any educator from out-of-state whose application for West Virginia licensure is received by the licensing agency on or after September 1, 1997.

D. Exemptions. - An individual who holds certification through the National Board for Professional Teaching Standards is not required to pass any of the required tests. An individual who holds or has held a West Virginia Professional Certificate, or who holds a terminal degree from an accredited institution of higher education or who attained, from a single administration, a composite score of 25 on the American College Test (ACT), 26 on the ACT enhanced (effective November 1989), 1035 on the Scholastic Achievement Test (SAT) or 1125 on the recentered SAT (effective April 1995) is exempt from the Pre-Professional Skills Tests. The Professional Education Test is not required for an educator seeking West Virginia licensure in a student support services or administrative specialization.

E. Validity of Test Scores. - If the State Board has not established a new score or adopted new test components, an applicant's score will remain valid for licensure purposes for no longer than ten years. If the State Board has established a new score or has adopted new test components, the applicant who acquired a passing score at the time he/she took the test(s) may use that score for licensure purposes provided the score is not more than five years old at the time the educator files for West Virginia licensure.

14.2. Renewal of the Provisional Professional Teaching Certificate or Provisional Professional Service Certificate. - The applicant for licensure must submit evidence of satisfying the following:

14.2.1. College/University Course Work. - Six semester hours of appropriate college/university course work related to the public school program as defined in §126-136-12.6. The course work must reflect a 3.0 grade point average and must have been completed subsequent to the issuance of the certificate being renewed and within the five year period immediately preceding the date of application; **OR**

14.2.2. MA + 30 Salary Classification. - Hold a minimum of a master's plus 30 salary classification based on the awarding of a master's degree; **OR**

14.2.3. Age Sixty. - Has reached 60 years of age and presents a photocopy of the birth certificate.

AND

14.2.4. Recommendation of Superintendent. - Receive the recommendation of the West Virginia county superintendent in the county in which the educator teaches, last taught or resides. An educator who has never taught in West Virginia and who does not reside in this state must receive the recommendation of the state superintendent of schools.

14.3. Conversion of the Provisional Professional Teaching Certificate or Provisional Professional Service Certificate to the Professional Teaching Certificate or Professional Service Certificate Valid for Five Years. - The applicant for licensure must submit evidence of satisfying the following:

14.3.1. Beginning Educator Internship. - Successful completion of the Beginning Educator Internship for classroom teachers, as specified in §126-136-13.3, if applicable; **AND**

14.3.2. College/University Course Work. - Six semester hours of appropriate college/university course work reflecting a 3.0 grade point average and related to the public school program as defined in §126-136-12.6 unless the applicant holds a minimum of a MA + 30 salary classification based on the awarding of a master's degree. The course work for conversion must have been completed subsequent to the issuance of the certificate being converted and within the five year period immediately preceding the date of application; **AND**

14.3.3. Experience. - Two years of experience, one of which must be completed in West Virginia, within one or a combination of the endorsements on the Provisional Professional Certificate; **AND**

14.3.4. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the educator teaches or last taught.

14.3.5. Validity Period. - The Professional Teaching or Professional Service Certificate valid for five years shall expire on June 30 of the last year of its validity. No Professional Teaching or Service Certificate shall be valid for more than five years.

14.4. Permanent Professional Teaching Certificate or Professional Service Certificate. - The applicant for licensure must submit evidence of satisfying the following:

14.4.1. Five Year Certificate. - Hold or be eligible for the Professional Teaching or Service Certificate valid for five years; **AND**

14.4.2. Master's Degree. - Hold a master's degree related to the public school program as defined in §126-136-12.6; **AND**

14.4.3. Experience. - Complete five years of educational experience including two within the specialization(s) for which the permanent certificate is requested; **OR**

14.4.4. Five Year Certificate. - Hold a Professional Teaching or Service Certificate valid for five years; **AND**

14.4.5. Two Renewals. - Renew the Professional Teaching or Service Certificate valid for five years two times based on: 1) six semester hours of appropriate renewal credit reflecting a 3.0 grade point average; or 2) a minimum of a MA + 30 salary classification based on the awarding of a master's degree; or 3) age sixty.

AND

14.4.6. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the educator teaches or last taught.

14.4.7. Validity Period. - The Permanent Professional Teaching or Service Certificate shall remain valid unless revoked for just cause.

14.5. Temporary Teaching or Service Certificate.

14.5.1. General Criteria. - A Temporary Teaching or Service Certificate may be issued to a person who has completed: 1) the minimum degree specified in Appendix A through an accredited college or university as defined in §126-136-4.2 or an equivalent degree through a college or university in a foreign country; 2) the general requirements, with the exception of citizenship, specified in §126.136-13.1; 3) the minimum grade point average specified in §126-136-13.2; and 4) the conditions for issuance identified in §126-136-14.5.3. A Temporary Certificate may be issued in the teaching or student support services specializations identified in Appendix A. The Temporary Certificate shall be endorsed to indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools. Experience gained on the Temporary Certificate may be used for conversion purposes.

14.5.2. Validity Period. - The Temporary Teaching or Service Certificate shall be valid for one school year and shall expire on June 30. An educator who graduates in December or whose Temporary Certificate is effective on or after January 1 may be issued a Temporary Certificate valid until June 30 of the following school year.

14.5.3. Conditions for Issuance.- The applicant for the Temporary Certificate must submit evidence of satisfying the following:

a. Out-of-State Approved Program. - Successful completion of an out-of-state accredited institution of higher education's state approved program with the exception of the required tests in Pre-Professional Skills, Content and/or Professional Education; **OR**

b. Out-of-State Experience. -Three years of successful out-of-state experience as an educator within the seven years immediately preceding the date of application and a valid out-of-state Professional Certificate in the area for which West Virginia licensure is requested, with the exception of the required tests in Pre-Professional Skills, Content and/or Professional Education; **OR**

c. Foreign Credentials. - Verification by a recognized foreign credential evaluating agency that the applicant has completed the equivalent of an approved educational

preparation program in the United States and in a specialization offered in West Virginia, with or without the required tests in Pre-Professional Skills, Content and/or Professional Education.

14.5.4. Renewal of the Temporary Certificate.

a. For the Applicant Lacking Only Tests in Pre-Professional Skills, Content and/or Professional Education. - The Temporary Certificate granted to an individual who is lacking only the required test(s) in Preprofessional Skills, Content and/or Professional Education may not be renewed. The applicant must pass all required tests and upgrade the Temporary Certificate to the Provisional Professional Certificate, the Professional Certificate valid for five years or the Permanent Professional Certificate, whichever is applicable. The required test scores are identified in Appendix B.

b. For the Non-Citizen. - An applicant who is lacking only United States citizenship may renew the Temporary Certificate two times without completing additional requirements. Every third renewal shall require six semester hours of appropriate college/university course work related to the public school program completed subsequent to the issuance of the Temporary Certificate being renewed and within the five year period immediately preceding the date of application for the renewal of such certificate unless the applicant holds a minimum of a MA + 30 salary classification based on the awarding of a master's degree. Upon acquisition of U.S. citizenship, the applicant may apply for the Provisional Professional Certificate or the Professional Certificate, whichever is applicable.

c. For the Non-Citizen Lacking Tests. - The first renewal of the Temporary Certificate for the applicant who is lacking United States citizenship and the required tests in Pre-Professional Skills, Content and/or Professional Education shall require passage of all required tests. The required scores are identified in Appendix B. The applicant shall then follow the renewal provisions stipulated in §126-136-14.5.4.b.

§126-136-15. Full-Time Permits for Teaching and Student Support Services.

15.1. Issuance of the Initial Full-Time Permit.

15.1.1. General Criteria. - The initial Full-Time Permit endorsed for any specialization recognized on the Professional Teaching or Service Certificate may be granted to an individual employed for a specific assignment who has completed: 1) a minimum of a bachelor's degree through an accredited institution of higher education as defined in §126-136-4.2; 2) the general requirements specified in §126-136-13.1; 3) the minimum grade point average specified in §126-136-13.2; and 4) the conditions for issuance specified in §126-136-15.1.3.

15.1.2. Validity Period. - The Full-Time Permit shall be valid for one school year and shall expire on June 30. An educator employed on or after January 1 may be issued a Permit valid until June 30 of the following school year.

15.1.3. Conditions for Issuance. - The applicant for the Full-Time Permit must submit evidence of satisfying the following:

a. College/University Course Work. - Verification by the designated official at the institution of higher education through which the program is being completed that the applicant has completed 25% or six semester hours, whichever is greater, of the state approved program in the specialization(s) for which the permit is requested; **AND**

b. Professional Commitment. - Submission of the Professional Commitment verifying the applicant's enrollment in the state approved program; **AND**

c. Beginning Educator Internship. - Verification by the county superintendent that the educator is enrolled in the Beginning Educator Internship for classroom teachers, if applicable; **AND**

d. Recommendation of Superintendent. - Receive the recommendation of the county superintendent verifying that the applicant is the most qualified candidate for the position.

e. Five Year Limit. - All requirements for the Professional Teaching or Service Certificate must be completed within five years of the original issuance of the Full-Time Permit. The position held by an educator issued a Full-Time Permit is not subject to posting provided the educator meets the annual renewal requirements specified in §126-136-15.2 and completes the state approved program within five years.

15.1.4. Exception for a School Nurse. - A school nurse who is employed on a Full-Time Permit is not required to have a minimum of a bachelor's degree for issuance of the original permit. Evidence of a valid registered nurse license issued by the West Virginia Board of Examiners is required.

15.2. Renewal of the Full-Time Permit,

15.2.1. Conditions for Issuance. - The holder of a Full-Time Permit who continues to be employed in the specialization(s) reflected on the permit must submit evidence of satisfying the following:

a. Pre-Professional Skills Tests. - The first renewal of the Permit requires passage of the Pre-Professional Skills Tests in reading, writing and mathematics as identified in Appendix B, unless the applicant meets one of the exemptions identified in §126-136-14.1.3. e.D; **AND**

b. College/University Course Work. - Completion of six semester hours of college/university credit reflecting a 3.0 grade point average within the institution of higher education's state approved program in any or a combination of the specializations for which the permit is issued; **AND**

c. Beginning Educator Internship Program. - Verification by the county superintendent that the educator has successfully completed the Beginning Educator Internship for classroom teachers, if applicable; **AND**

d. Recommendation of Institution of Higher Education. - Verification by the designated official at the college or university through which the program is being completed that the course work completed is part of the state approved program; **AND**

e. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed.

15.3. Extension of the Full-Time Permit for Extenuating Circumstances.

15.3.1. A county superintendent may request, in writing to the state superintendent of schools, an extension of the Full-Time Permit for an employee who meets one of the three circumstances identified below. The state superintendent of schools shall render a decision; however, the permit may not be extended beyond one school year or more than once.

15.3.2. Extenuating Circumstances for Which the Full-Time Permit Can Be Extended.

a. Unavailability of Course Work. - The county superintendent shall submit verification from the designated official at the college or university through which the applicant is completing the state approved program that no required course work was available during the school year; **OR**

b. Illness/Death. - The county superintendent shall submit the applicant's description of how a major illness of the applicant or illness/death of an immediate family member prevented the educator from completing the required course work; **OR**

c. Hardship. - The county superintendent shall submit the applicant's description of how a major hardship other than illness prevented the applicant from completing the required course work.

§126-136-16. Substitute Permits for Teaching and Student Support Services.

16.1. Initial Substitute Permit.

16.1.1. General Criteria. - The initial Substitute Permit endorsed for any specialization recognized on the Professional Teaching or Service Certificate may be granted to an individual who is temporarily replacing the educator assigned to a specific position and who has completed: 1) a minimum of a bachelor's degree through an accredited institution of higher education as defined in §126-136-4.2; 2) the general requirements specified in §126-136-13.1; 3) the minimum grade point average specified in §126-136-13.2; and 4) the conditions for issuance specified in §126-136-16.1.3.

16.1.2. Validity Period. - The Substitute Permit shall be valid for no longer than three years and shall expire on June 30 of the last year of its validity.

16.1.3. Conditions for Issuance. - The applicant for the Substitute Permit must submit evidence of satisfying the following:

a. Professional Certificate. - Holds an expired West Virginia Professional Certificate or a valid or expired out-of-state Professional Certificate endorsed for the specialization(s) consistent with the specialization for which the Substitute Permit is requested; **OR**

b. College/University Course Work. - Verification by the designated official at the college or university through which the program is being completed that the applicant has completed 25% or six semester hours, whichever is greater, of the state approved program in the specialization(s) for which the Substitute Permit is requested; **AND**

c. Professional Commitment. - Submit the Professional Commitment verifying the applicant's enrollment in the institution of higher education's state approved program; **AND**

d. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed.

16.1.4. Existing Substitute Permits. - Any Substitute Permit issued under previous regulations shall be renewable provided the educator completes the renewal requirements identified in §126-136-16.2.

16.2. Renewal of the Substitute Permit.

16.2.1. Conditions for Issuance. - The holder of a Substitute Permit must submit evidence of satisfying the following:

a. Pre-Professional Skills Tests. - The first renewal of the Substitute Permit requires passage of the Pre-Professional Skills Tests in reading, writing, and mathematics identified in Appendix B, unless the applicant meets one of the exemptions identified in §126-136-14.1.3. e.D; **AND**

b. College/University Course Work. - Verification by the designated official at the college or university through which the program is being completed that the applicant has completed six semester hours of college/university credit reflecting a 3.0 grade point average within the institution of higher education's state approved program in any or a combination of the specializations for which the permit is issued; **AND**

c. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed.

126-136-17. Professional Administrative Certificate.

17.1. Provisional Professional Administrative Certificate.

17.1.1. General Criteria. - A Provisional Professional Administrative Certificate may be issued to a person who has completed: 1) the minimum degree specified in Appendix A through an accredited institution of higher education as defined in §126-136-4.2; 2) the general requirements specified in §126-136-13.1; 3) the minimum grade point average specified in §126-136-13.2; 4) three years of management experience; 5) education and training in evaluation skills offered through the Center for Professional Development or equivalent training approved by the State Board; and 6) the

conditions for issuance identified in §126-136-17.1.3. The Provisional Professional Administrative Certificate shall be endorsed for Superintendent, Principal, Supervisor of Instruction or Vocational Administrator and shall indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools.

17.1.2. Validity Period. - The Provisional Professional Administrative Certificate shall be valid for no more than five school years and shall expire on June 30 of the last year of its validity.

17.1.3. Conditions for Issuance. - The applicant for licensure must submit evidence of satisfying the following:

a. State Approved Program. - Successful completion of an institution of higher education's state approved program and the recommendation of the designated official at the college or university through which the program was completed. An applicant who completed the approved program through a college or university outside of West Virginia may present a photocopy of the valid out-of-state Professional Administrative Certificate or a letter of eligibility from the other state's licensing agency in lieu of the college or university recommendation; **OR**

b. Out-of-State Experience. - Three years of successful out-of-state experience as an educational leader within the seven years immediately preceding the date of application and a valid out-of-state Professional Administrative Certificate. The experience must have been on at least a one-half time basis. Both the out-of-state Professional Administrative Certificate and the experience must be in the specialization for which West Virginia licensure is requested;

AND

c. Pre-Professional Skills and Content Test. - The educator must satisfy the minimum proficiency level, as adopted by the State Board, on the Pre-Professional Skills Tests in reading, writing and mathematics, unless the applicant meets one of the exemptions specified in §126-136-14.1.3. e.D, and the content specialization test in educational leadership. Required scores are identified in Appendix B.

17.2. Renewal of the Provisional Professional Administrative Certificate.-The applicant for licensure must submit evidence of satisfying the following:

17.2.1. College/University Course Work. - Six semester hours of appropriate college/university course work related to the public school program as defined in §126-136-12.6;. **OR**

17.2.2. MA + 30 Salary Classification. - Hold a minimum of a MA + 30 salary classification based on the awarding of master's degree; **OR**

17.2.3. Age Sixty. - Has reached 60 years of age and presents a photocopy of the birth certificate;

AND

17.2.4. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches, last taught or resides. An applicant who is not employed as an educator in West Virginia and has never taught or resided in West Virginia shall consult with the licensing agency on procedures for renewal of the certificate.

17.3. Conversion of the Provisional Professional Administrative Certificate to the Permanent Professional Administrative Certificate. - The applicant for licensure must submit evidence of satisfying the following:

17.3.1. College/University Course Work. - Six semester hours of appropriate renewal credit related to the public school program as defined in §126-136-12.6; **OR**

17.3.2. MA + 30 Salary Classification. - Holds a minimum of a MA + 30 salary classification based on the awarding of a master's degree; **AND**

17.3.3. Experience. - Two years of experience in any or a combination of the specialization(s) reflected on the Professional Administrative Certificate, one year of which must be completed in West Virginia; **AND**

17.3.4. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches or last taught.

17.3.5. Validity Period. - The Permanent Professional Administrative Certificate shall continue to be valid unless revoked for just cause.

17.4. Temporary Administrative Certificate.

17.4.1. General Criteria. - A Temporary Administrative Certificate may be issued to a person who has completed: 1) the minimum degree specified in Appendix A through an accredited institution of higher education as defined in §126-136-4.2 or an equivalent degree through a college or university in a foreign country; 2) the general requirements, with the exception of citizenship, specified in §126-136-13.1; 3) the minimum grade point average specified in §126-136-13.2; 4) three years of management level experience and 5) the conditions for issuance identified in §126-136-17.4.3. The Temporary Administrative Certificate shall be endorsed for Superintendent, Principal, Supervisor of Instruction or Vocational Administrator and shall indicate the specialization(s) and grade levels in which the holder may be assigned within the public schools. Experience gained on the Temporary Administrative Certificate may be used for conversion purposes.

17.4.2. Validity Period. - The Temporary Administrative Certificate shall be valid for one school year and shall expire on June 30. An educator who graduates in December or whose Temporary Administrative Certificate is effective on or after January 1 may be issued a Temporary Administrative Certificate valid until June 30 of the following school year.

17.4.3. Conditions for Issuance. - The applicant for licensure must submit evidence of satisfying the following:

a. Out-of-State Approved Program. - Successful completion of an out-of-state accredited institution of higher education's state approved program with the exception of completion of: 1) the required tests in Pre-Professional Skills and/or Content and/or 2) the education and training in evaluation skills through the Center for Professional Development or equivalent training approved by the State Board; **OR**

b. Out-of-State Experience. - Three years of successful out-of-state experience as an educator within the seven years immediately preceding the date of application and a valid out-of-state Professional Administrative Certificate in the area for which West Virginia licensure is requested with or without completion of: 1) the required tests in Pre-Professional Skills and/or Content and/or 2) the education and training in evaluation skills completed through the Center for Professional Development or equivalent training approved by the State Board; **OR**

c. Foreign Credentials. - Verification by a recognized foreign credential evaluating agency that the applicant has completed the equivalent of an approved educational preparation program in the United States and in educational leadership, with or without completion of: 1) the required tests in Pre-Professional Skills and/or Content and/or 2) the education and training in evaluation skills through the Center for Professional Development or equivalent training approved by the State Board.

17.4.4. Renewal of the Temporary Administrative Certificate.

a. For the Applicant Lacking Only Tests in Pre-Professional Skills and/or Content and/or Training in Evaluation Skills. - The Temporary Administrative Certificate granted to an individual who is lacking only the required tests in Pre-Professional Skills and/or Content and/or training in evaluation skills may not be renewed. The applicant must pass all required tests and complete education and training in evaluation skills and upgrade the Temporary Administrative Certificate to the Provisional Professional Administrative Certificate or Permanent Professional Administrative Certificate, whichever is applicable. The required test scores are identified in Appendix B.

b. For the Non-Citizen. - An applicant who is lacking only United States citizenship may renew the Temporary Professional License two times without completing additional requirements. Every third renewal shall require six semester hours of appropriate college/university course work related to the public school program as defined as §126-136-12.6 and completed subsequent to the issuance of the Temporary Administrative Certificate being renewed and within the five year period immediately preceding the date of application for renewal of such certificate unless the applicant holds a minimum of a MA + 30 salary classification based on the awarding of a master's degree. Upon acquisition of U.S. citizenship, the applicant may apply for the Provisional Professional Administrative Certificate or the Permanent Professional Administrative Certificate, whichever is applicable.

c. For the Non-Citizen Lacking Tests and/or Training in Evaluation Skills. - The first renewal of the Temporary Administrative Certificate for the applicant who is lacking United States citizenship and 1) the required tests in Pre-Professional Skills and/or Content and/or 2) education and training in evaluation skills shall require passage of all required tests and the

education and training in evaluation skills. The applicant shall then follow the renewal provisions stipulated in §126-136-17.4.4.b.

126-136-18. Full-Time Permit for Educational Leadership Endorsements.

18.1. Issuance of the Initial Permit.

18.1.1. General Criteria. - The initial Full-Time Permit endorsed for Principal, Supervisor of Instruction or Vocational Administrator may be granted to an individual employed for an administrative assignment who has completed: 1) a minimum of a master's degree through an accredited institution of higher education as defined in §126-136-4.2; 2) the general requirements specified in §126-136-13.1; 3) the minimum grade point average specified in §126-136-13.2; 4) three years of management level experience; 5) education and training in evaluation skills through the Center for Professional Development or equivalent training approved by the State Board and 6) the conditions for issuance specified in §126-136-18.1.3.

18.1.2. Validity Period. - The Full-Time Permit shall be valid for one school year and shall expire on June 30. An educator employed on or after January 1 may be issued a Permit valid until June 30 of the following school year.

18.1.3. Conditions for Issuance. - The applicant for the Full-Time Permit must submit evidence of satisfying the following:

a. College/University Course Work. - Verification by the designated official at the college or university through which the program is being completed that the applicant has completed 25% of the approved program in the specialization(s) for which the permit is requested; **AND**

b. Professional Commitment. - Submission of the Professional Commitment verifying the applicant's enrollment in the state approved program; **AND**

c. Recommendation of Superintendent. - Receive the recommendation of the county superintendent verifying that the applicant is the most qualified candidate for the position.

d. Five Year Limit. - All requirements for the Professional Administrative Certificate must be completed within five years of the original issuance of the Full-Time Permit. The position held by an educator issued a Full-Time Permit is not subject to posting provided the educator meets the annual renewal requirements specified in §126-136-18.2 and and completes the state approved program within five years.

18.2. Renewal of the Full-Time Permit for an Educational Leadership Endorsement.

18.2.1. Conditions for Issuance. - The holder of a Full-Time Permit who continues to be employed in the specialization(s) reflected on the permit must submit evidence of satisfying the following:

a. College/University Course Work. - Verification by the designated official at the college or university through which the program is being completed that the applicant has completed six semester hour of college/university credit reflecting a 3.0 grade point average within the institution of higher education's state approved program in the specialization for which the permit is requested; **AND**

b. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed.

18.3. Extension of the Full-Time Permit for Extenuating Circumstances. - The Full-Time Permit endorsed for an educational leadership specialization may be extended as indicated in §126-136-15.3.

§126-136-19. Vocational Permit.

19.1. Issuance of the Initial Full-Time Vocational Permit.

19.1.1. General Criteria. - A Full-Time Vocational Permit for teaching in a vocational secondary, post-secondary or adult program may be issued to a person who holds a high school diploma, GED or a degree, if applicable, through an accredited college or university as defined in §126-136-4.2; and has completed: 1) the general requirements specified in §126-136-13.1; 2) the minimum grade point average specified in §126-136-13.2, if applicable; and 3) the conditions for issuance identified in §126-136-19.3 and §126-136-19.4.

19.1.2. Validity Period. - The Full-Time Vocational Permit shall be valid for one school year and shall expire on June 30. An educator employed on or after January 1 may be issued a Vocational Permit valid until June 30 of the following school year.

19.1.3. Common Conditions for Issuance. - The applicant for the Full-Time Vocational Permit must submit evidence of satisfying the following common conditions for issuance **AND** the appropriate content specific conditions for issuance identified in §126-136-19.1.4:

a. Basic Skills and Content Written Tests. - An educator must satisfy the minimum proficiency levels, identified in Appendix B as adopted by the State Board, in:

A. Basic Skills. - Minimum proficiency levels on the California Achievement Tests in reading, writing and mathematics or meets the minimum scores on the Pre-Professional Skills Tests or one of the exemptions identified in §126-136-14.1.3.e.D; **AND**

B. Content Specialization. - Minimum proficiency level on the written section of the content specialization test(s), if applicable; **AND**

b. Wage-Earning Experience. - Verification of the required years of work experience by the former employer(s) and notarized by a notary public; **AND**

c. Professional Commitment. - Submission of the Professional Commitment verifying the applicant's enrollment in the state approved program; **AND**

d. Recommendation of the Superintendent. - Receive the recommendation of the county superintendent verifying that the applicant is the most qualified candidate.

19.1.4. Content Specific Conditions for Issuance. - The applicant for the Full-Time Vocational Permit must submit evidence of satisfying the common conditions for issuance specified in §126-136-19.1.3 and the following criteria for the specialization for which licensure is requested:

a. For Industrial and Technical Specializations.

A. Wage-Earning Experience. - Complete four years (8,000 clock hours) of satisfactory and reasonably continuous work experience in the occupation for which licensure is requested; **OR**

B. Bachelor's Degree. - Hold a bachelor's degree in an area related to the specialization for which licensure is requested and complete three years (6,000 clock hours) of satisfactory and reasonably continuous work experience in the area for which licensure is requested; **OR**

C. Vocational Industrial Education Program. - Enroll in an approved vocational industrial education program in the specialization for which licensure is requested. Each full year of training may count for one-half year toward the four years of required work experience; **OR**

D. Technical School. - Complete credit in an approved two or four year technical school. Each ten semester hours of approved course work may count for one year toward the four years of required work experience. However, maximum allowance for credit in lieu of experience is two years toward the four years of required work experience.

b. For Health Occupations Specializations.

A. Practical Nursing.

(a) License. - Hold a valid license as a registered nurse in West Virginia; **AND**

(b) Wage-Earning Experience. - Complete three years (6,000 clock hours) of professional wage earning experience involving "patient-side" nursing care in a long term, intermediate or acute care clinical facility such as a nursing home or hospital. The most recent experience must have been within the past three years and beyond the training period as a nurse.

B. Nursing Assistant.

(a) License. - Hold a valid license as a registered nurse in West Virginia; **AND**

(b) Wage-Earning Experience. - Complete two years (4,000 clock hours) of wage earning experience involving "patient-side" nursing care in a long term, intermediate or acute care clinical facility such as a nursing home or hospital. The most recent experience must have been within the past three years and beyond the training period.

C. Medical Assistant.

(a) Certification. - Hold a valid American Association of Medical Assistants (AAMA) Certificate; **AND**

(b) Wage-Earning Experience. - Complete two years (4,000 clock hours) of wage earning experience in a medical office or out-patient clinic with experience in all aspects of medical office practice, i.e. insurance, medical transcription, and clinical procedures such as treatments and examinations. The most recent experience must have been within the past three years and beyond the training period.

D. Medical Lab Technician.

(a) Certification. - Hold a valid American Society of Clinical Pathology, (ASCP) or American Medical Technology Association (AMT) or International Society for Clinical Lab Technology (ISCLT) Certificate; **AND**

(b) Wage-Earning Experience. - Complete two years (4,000 clock hours) of wage earning experience in a clinical laboratory in a hospital, physician's office or clinic in the performance of routine laboratory procedures in bacteriology, blood-banking, hematology, urinalysis and serology. The most recent experience must have been within the past three years and beyond the training period.

E. Dental Assistant.

(a) Certification. - Hold a valid Dental Assistant National Board (DANB) Certificate; **AND**

(b) Wage-Earning Experience. - Complete two years (4,000 clock hours) of wage earning experience in a dental office with practice, i.e., scheduling, billing and chair side assisting. The most recent experience must have been within the past three years and beyond the training period.

F. Dental Lab Technician.

(a) Certification. - Hold a valid National Board for Certification (NBC) Certificate; **AND**

(b) Wage-Earning Experience. - Complete two years (4,000 clock hours) of wage earning experience in a dental laboratory, dental office or dental clinic in the fabrication of

dental restorations. -The most recent experience must have been within the past three years and beyond the training period.

G. Other Health Occupations.

(a) Certification. - Hold a valid certificate or license from the appropriate state and/or national organization or agency, when applicable; **AND**

(b) Wage-Earning Experience. - Complete two years (4,000 clock hours) of recent wage earning experience above and beyond the training period in the occupation to be taught.

c. Coordinator of Cooperative Education.

A. License. - Hold a Vocational Certificate or a Professional Teaching Certificate endorsed for a vocational-technical specialization; consumer/homemaking, agriculture, marketing, technology education or business education; **AND**

B. Wage-Earning Experience. - Complete a minimum of one year (2,000 clock hours) of related wage earning experience in a non-teaching position.

d. Occupational Home Economics.

A. Wage-Earning Experience. - Complete four years (8,000 clock hours) of satisfactory and reasonably continuous wage earning experience in the specialization for which licensure is requested; **OR**

B. Degree. - Hold a bachelor's degree in an area related to the specialization for which licensure is requested; **AND**

C. Wage-Earning Experience. - Complete three years (6,000 clock hours) of satisfactory and reasonably continuous wage earning experience in the specialization for which licensure is requested.

19.2. Renewal of the Vocational Permit.

19.2.1. Conditions for Issuance. - The holder of a Full-Time Vocational Permit who continues to be employed in the specialization(s) reflected on the permit must submit evidence of satisfying the following:

a. Content Performance Test. - The first renewal of the Vocational Permit requires passage of the performance section of the content specialization test identified in Appendix B, if applicable; **AND**

b. College/University Course Work. - Verification by the designated official at the college or university through which the program is being completed that the applicant has

completed six semester hours of college/university credit reflecting a 3.0 grade point average within the institution of higher education's state approved program; **AND**

c. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed.

§126-136-20. Vocational Certificate.

20.1. Initial Vocational Certificate.

20.1.1. General Criteria. - A Vocational Certificate for teaching in a vocational secondary, post-secondary or adult program may be issued to a person who holds a high school diploma, GED, or a degree, if applicable, through an accredited institution of higher education as defined in §126-136-4.2; and has completed: 1) the general requirements specified in §126-136-13.1; 2) the minimum grade point average specified in §126-136-13.2, if applicable; 3) the work and training experience required for issuance of the Vocational Permit; 4) the tests specified in §126-136-19.1.3a and §126-136-19.2.1a; and 5) the appropriate conditions for issuance identified in §126-136-20.1.3. A Vocational Certificate may be issued in the vocational specializations identified in Appendix A. The Vocational Certificate shall be endorsed to indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools.

20.1.2. Validity Period. - The Vocational Certificate shall be valid for no more than five years and shall expire on June 30 of the last year of its validity.

20.1.3. Conditions for Issuance. - The applicant for licensure must submit evidence of satisfying the following:

a. State Approved Program. - Successful completion of an institution of higher education's state approved program and the recommendation of the designated official at the college/university through which the program was completed; **AND**

b. Experience. - Two years of experience within one or a combination of the endorsements on the Vocational Permit. **AND**

c. Performance Assessment. - Successful completion of the performance assessment required under WV126CSR114 Policy 5100 as verified by a representative of the institution of higher education and a public school; **AND**

d. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches or last taught; **OR**

e. Successful Educational Experience. - Three years of successful out-of-state experience as an educator within the seven years immediately preceding the date of application, the required tests in Basic Skills and Content, if applicable, and a valid out-of-state Vocational

Certificate. Both the out-of-state certificate and the experience must be in the specialization(s) for which West Virginia licensure is requested.

20.2. Renewal of the Vocational Certificate. - The applicant for licensure must submit evidence of satisfying the following:

20.2.1. College/University Course Work. - Six semester hours of appropriate college/university course work related to the public school program, as defined in §126-136-12.6, reflecting a 3.0 grade point average. The course work must have been completed subsequent to the issuance of the certificate being renewed and within the five year period immediately preceding the date of application; **OR**

20.2.2. MA + 30 Salary Classification. - Hold a minimum of a MA + 30 salary classification based on the awarding of a master's degree; **OR**

20.2.3. Age Sixty. - Has reached 60 years of age and presents a photocopy of the birth certificate;

AND

20.2.4. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches, last taught or resides. An educator who is not employed as an educator in West Virginia and has never taught or resided in West Virginia shall consult with the licensing agency on procedures required for renewal of the certificate.

20.3. Permanent Vocational Certificate. - The applicant for licensure must submit evidence of satisfying the following:

20.3.1. Five Year Certificate. - Hold or be eligible for the Vocational Certificate valid for five years; **AND**

20.3.2. Master's Degree. - Hold a master's degree related to the public school program as defined in §126-136-12.6; **AND**

20.3.3. Experience. - Complete five years of educational experience including two within the specialization(s) for which the permanent certificate is requested; **OR**

20.3.4. Five Year Certificate. - Hold a Vocational Certificate valid for five years; **AND**

20.3.5. Two Renewals. - Renew the Vocational Certificate valid for five years two times based on: 1) six semester hours of appropriate renewal credit reflecting a 3.0 grade point average; or 2) a minimum of a MA+ 30 salary classification based on the awarding of a master's degree; or 3) age sixty;

AND

20.3.6. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the educator teaches or last taught.

20.3.7. Validity Period. - The Permanent Vocational Certificate shall remain valid unless revoked for just cause.

20.4. Temporary Vocational Certificate.

20.4.1. General Criteria. - A non-renewable Temporary Vocational Certificate may be issued to an educator who is seeking West Virginia licensure via the experienced educator provisions specified in §126-136-20.1.3.b and who has not passed the required tests in Basic Skills and/or Content. To upgrade this license to the Vocational Certificate, the educator must pass all required tests.

§126-136-21. Substitute Vocational Permit.

21.1. Initial Substitute Vocational Permit.

21.1.1. General Criteria. - A Substitute Vocational Permit for teaching in a vocational secondary, post-secondary or adult program may be issued to a person who holds a high school diploma, GED, or a degree, if applicable, through an accredited college or university as defined in §126-136-4.2; and has completed: 1) the general requirements specified in §126-136-13.1; 2) the minimum grade point average specified in §126-136-13.2, if applicable; 3) the common conditions for issuance identified in §126-136-21.1.3; and 4) the appropriate content conditions for issuance identified in §126-136-21.1.4.

21.1.2. Validity Period. - The Substitute Vocational Permit shall be valid for no more than three school years and shall expire on June 30 of the last year of its validity.

21.1.3. Common Conditions for Issuance. - The applicant for the Substitute Vocational Permit must submit evidence of satisfying the following common conditions for issuance **AND** the appropriate content specific conditions for issuance identified in §126-136-21.1.4:

a. Wage-Earning Experience. - Verification of the required years of work experience by the former employer(s) and notarized by a notary public; **AND**

b. Professional Commitment. - Submission of the Professional Commitment verifying the applicant's enrollment in the institution of higher education's state approved program; **AND**

c. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed.

21.1.4. Content Specific Conditions for Issuance. - The applicant for the Substitute Vocational Permit must submit evidence of satisfying the common conditions for issuance and the following criteria for the specialization for which licensure is requested:

a. For Industrial and Technical or Occupational Home Economics Specializations.

A. Wage-Earning Experience. - Complete six years (12,000 clock hours) of satisfactory and reasonably continuous work experience in the occupation for which licensure is requested; **OR**

B. Bachelor's Degree. - Hold a bachelor's degree in an area related to the specialization for which licensure is requested and complete three years (6,000 clock hours) of satisfactory and reasonably continuous work experience in the area for which licensure is requested; **OR**.

C. Enrollment in Approved Program. - Enroll in an approved vocational industrial education program in the specialization for which licensure is requested. Each full year of training may count for one-half year toward the four years of required work experience; **OR**

D. Technical School. - Complete credit in an approved two or four year technical school. Each ten semester hours of approved course work may count for one year of wage earning experience. However, maximum allowance for credit in lieu of experience is two years toward the four years of required work experience.

b. For Health Occupations Specializations. - An applicant requesting a Substitute Vocational Permit shall meet the requirements for issuance of the Full-Time Vocational Permit as stipulated in §126-136-19.1.4.b.

21.2. Renewal of the Substitute Vocational Permit.

21.2.1. Conditions for Issuance. - The holder of a Substitute Vocational Permit must submit evidence of satisfying the following:

a. College/University Course Work. - Completion of six semester hours of college/university credit reflecting a 3.0 grade point average within the institution of higher education's state approved program; **AND**

b. Recommendation of Institution of Higher Education. - The recommendation of the designated official at the college/university through which the state approved program is being completed, verifying that the course work completed is part of the state approved program; **AND**

c. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches or last taught.

§126-136-22. Adult Licenses

22.1. Initial Adult Licenses and Renewal.

22.1.1. General Criteria. - An Adult License for teaching in an adult program may be issued to a person who holds a high school diploma, GED, or a degree, if applicable, through an accredited college or university as defined in §126-136-4.2; and has completed: 1) the general requirements

specified in §126-136-13.1; 2) the minimum grade point average specified in §126-136-13.2, if applicable; and 3) the conditions for issuance identified for the specialization requested.

22.1.2. Validity Period. - The Adult License endorsed for any specialization except the special interest specializations shall be valid for five years and shall expire on June 30 of the last year of its validity. These licenses shall not be valid for more than five years. The Adult License endorsed for the special interest specializations shall be issued permanently.

22.1.3. Adult Basic Education.

a. Initial Adult License Endorsed for Adult Basic Education.

A. The applicant for the Adult License must submit evidence of satisfying the following:

(a) Degree. - A bachelor's degree from an accredited institution of higher education as defined in §126-136-4.2.

b. Renewal of the Adult License Endorsed for Adult Basic Education.

A. The applicant for renewal of the Adult License must submit evidence of satisfying the following:

(a) College/University Course Work. - Six semester hours of college/university course work reflecting a 3.0 grade point average and prescribed for issuance of a Professional Teaching Certificate or in a program of adult education; **AND**

(b) Professional Development Activities. - Fifteen clock hours of adult basic education professional development activities approved by the licensing agency; **AND**

(c) Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches or last taught.

22.1.4. Vocational Industrial, Technical, Health Occupations or Occupational Home Economics.

a. Initial Adult License Endorsed for Vocational Industrial, Technical, Health Occupations or Occupational Home Economics.

A. The applicant for the Adult License must submit evidence of satisfying the: 1) general criteria specified in §126-136-21.1.1; 2) common conditions for issuance specified in §126-136-21.1.3 and 3) content specific conditions for issuance of a Substitute Vocational Permit as stipulated in §126-136-21.1.4.

b. Renewal of the Adult License Endorsed for Vocational Industrial Technical, Health Occupations or Occupational Home Economics. - The applicant for licensure must submit evidence of satisfying the following:

A. Recommendation of the Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches or last taught.

22.1.5. Emergency Medical Technician.

a. Initial Adult License.

A. License. - Hold a current West Virginia EMT or Paramedic license; **AND**

B. Wage-Earning Experience. - Complete four years (8,000 clock hours) of recent work experience, which may include emergency room or emergency medical care, beyond the training period in the occupation to be taught; **AND**

C. Test. - Scores reflecting a minimum of 85% on the National Registry or West Virginia EMT certification or recertification examination; **AND**

D. Certification. - Hold current CPR instructor certification; **AND**

E. Professional Development Activities. - Complete an approved instructor course; **AND**

F. Field-Based Experience. - Successfully complete the field-based experience in EMT instructor training; **AND**

G. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed.

b. Renewal of the Adult License Endorsed for Emergency Medical Technician. - The applicant for licensure must submit evidence of satisfying the following:

A. License. - Hold current EMT or paramedic license; **AND**

B. Certification. - Hold current CPR instructor certification; **AND**

C. Teaching Experience. - Complete 27 hours of teaching activity in an approved EMT basic or refresher course subsequent to the issuance of the license being renewed; **AND**

D. Evaluation. - Serve as an evaluator for at least one practical examination subsequent to the issuance of the license being renewed; **AND**

E. Professional Development Activities. - Attend at least three approved instructor seminars subsequent to the issuance of the license being renewed; **AND**

F. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches or last taught.

22.1.6. Business or Marketing.

a. Initial Adult License Endorsed for Business or Marketing.

A. Wage-Earning Experience. - Complete three years (6,000 clock hours) of successful wage earning experience in the occupation for which licensure is requested; **AND**

B. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches.

b. Renewal of the Adult License Endorsed for Business or Marketing.

A. Recommendation of the Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches or last taught.

22.1.7. Adult Special Interest.

a. Permanent Adult License.

A. Education Record. -Submit official copy of education record; **AND**

B. Competence. - Submit evidence of competence to teach in the specialization for which licensure is requested; **AND**

C. Recommendation of Employer/Knowledgeable Person. - Recommendation from an employer in the skill related to the employment or a recommendation from a person knowledgeable of her/his competence; **AND**

D. Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches.

E. Approved Special Interest Specialization. - Specializations for teaching in an approved special interest course include aging and retirement, Americanization and citizenship, arts and crafts, fine arts, drama and music, parent education, recreation, home-making, languages and literature.

§126-136-23. Authorizations.

23.1. Initial Authorizations and Renewal.

23.1.1. General Criteria. - An Authorization may be issued to a person who has completed: 1) the minimum degree specified in Appendix A through an accredited institution of higher education as defined in §126-136-4.2, if applicable; 2) the general requirements specified in §126-136-13.1; 3) the minimum grade point average specified in §126-136-13.2, if applicable; and the conditions for

issuance specified for the specialization for which licensure is requested. The Authorization shall be endorsed to indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools.

23.1.2. Validity Period. - An Authorization shall be valid for one school year and shall expire on June 30. An applicant employed in a specialization other than coaching on or after January 1 may be issued an Authorization valid until June 30 of the following school year. The Authorization endorsed for coaching shall expire June 30 of the current school year. Permanent Authorizations issued previously shall remain in effect unless revoked for just cause.

23.1.3. Conditions for Issuance. - The applicant for an Authorization must submit evidence of satisfying the specific conditions for issuance for the specialization for which licensure is requested:

a. Alternative Education Programs.

A. Initial Authorization. - The applicant for licensure must provide evidence of satisfying the following:

(a) West Virginia Professional Teaching Certificate. - Hold a valid West Virginia Professional Teaching Certificate; **AND**

(b) Demonstrated Competence. - Meet the selection criteria for being able to work with troubled and disruptive youth as established in WV126CSR20 "Regulations for Alternative Education Programs for Disruptive Students" (Policy 2418); **AND**

(c) Recommendation of Superintendent. - Receive the recommendation from the county superintendent verifying that the applicant is the most qualified candidate for the position.

B. Renewal of the Authorization for Alternative Education Programs - The applicant for licensure must provide evidence of satisfying the following:

(a) Recommendation of Superintendent. - Receive the recommendation from the county superintendent verifying that the applicant is the most qualified candidate for the position.

b. Audiologist For Hearing Screenings and Audiological Evaluations.

A. Initial Authorization. - The applicant for licensure must provide evidence of satisfying the following:

(a) Degree. - Hold a master's degree from an accredited institution of higher education as defined in §126-136-4.2; **AND**

(b) License. - Hold a valid license issued by the West Virginia Board of Examiners for Speech/Language Pathology and Audiology; **AND**

(c) Recommendation of Superintendent. -Receive the recommendation of the county superintendent in the county in which the applicant is employed.

(d) Limitations. - An audiologist providing services on an Authorization may conduct only hearing screenings and audiological evaluations.

B. Renewal of the Authorization for Audiologist. - The applicant for licensure must submit evidence of satisfying the following:

(a) License. - Hold a valid West Virginia license issued by the West Virginia Board of Examiners for Speech/Language Pathology and Audiology; **AND**

(b) Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is or was employed.

c. Coaching.

A. Initial Authorization.- The applicant for licensure must provide evidence of satisfying the following:

(a) High School Diploma or GED. - Hold a minimum of a high school diploma or GED; **AND**

(b) Contract. - Be employed under a contract with a board of education to serve as a coach; **AND**

(c) Professional Development Activities. - Complete approved training if the sport falls within the jurisdiction of the West Virginia Secondary School Activities Commission (WVSSAC) or approved local board of education training if the sport is not within the jurisdiction of the WVSSAC; **AND**

(d) Recommendation of Superintendent. - Receive the recommendation of the county superintendent verifying that no currently employed, professionally licensed educator applied for the position and the applicant is the most qualified candidate for the position.

(e) Continued Employment. - A coach who previously received an Authorization based on less than a high school diploma or GED and has had no break in service may continue to receive an Authorization.

B. Renewal of the Authorization for Coaching. - The applicant for licensure must provide evidence of satisfying the following:

(a) Contract. - Be employed under a contract with a board of education to serve as a coach; **AND**

(b) Recommendation of Superintendent. - Receive the recommendation of the county superintendent verifying that no currently employed, certified professional educator applied for the position and the applicant is the most qualified candidate for the position.

d. Junior ROTC.

A. Initial Authorization and Renewal. - The applicant for licensure must provide evidence of satisfying the following:

(a) Letter of Certification. - Provide a photocopy of a valid certificate or letter of certification verifying that the applicant has been approved by the appropriate branch of the armed services to provide Junior ROTC instruction; **AND**

(b) Recommendation of Superintendent. -Receive the recommendation of the county superintendent verifying that the applicant is the most qualified candidate for the position.

e. Licensed Psychologists For Test Administration and Interpretation.

A. Initial Authorization. - The applicant for licensure must provide evidence of satisfying the following:

(a) Valid License. - Provide a photocopy of a valid license issued by the West Virginia Board of Examiners of Psychologist; **AND**

(b) Academic and Experiential Background. - Provide evidence of academic and/or experiential background in educational and psychological foundations, theoretical foundations of statistical, testing, and research techniques, and collecting data to identify children with specialized needs; **AND**

(c) Experience in Test Administration and Interpretation. - Provide evidence of experience in test administration and interpretation with school age populations; **AND**

(d) Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed.

(e) Limitations. - A licensed psychologist providing services on an Authorization is restricted to test administration and interpretation.

B. Renewal of the Authorization for Licensed Psychologist. - The applicant must:

(a) Valid License. - Provide a photocopy of a valid license issued by the West Virginia Board of Examiners for Psychologists; **AND**

(b) Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is or was employed.

f. Out-of-Field Authorization for Teaching.

A. Initial Out-of-Field Authorization. - The applicant must:

(a) Valid Certificate. - Hold a valid West Virginia Professional Teaching Certificate; **AND**

(b) Board of Education Approval. - Receive approval from the local board of education; **AND**

(c) Professional Commitment. - Submit the Professional Commitment verifying that the applicant is enrolled in an institution of higher education's state approved program; **AND**

(d) Recommendation of Superintendent. - Receive the recommendation of the county superintendent verifying that the applicant is the best candidate for the position.

(e) Limitations. - Out-of-Field Authorizations are restricted to teaching specializations and will be granted only if the applicant does not qualify for a Permit. Such positions are not subject to posting provided the applicant meets the annual renewal requirements.

(e) Extension. - An Out-of-Field Authorization may be extended as indicated in §126-136-15.3.

B. Renewal of the Out-of-Field Authorization for Teaching. - The applicant for licensure must submit evidence of satisfying the following:

(a) Valid Certificate. - Hold a valid West Virginia Professional Teaching Certificate; **AND**

(b) College/University Course Work. - Complete six semester hours of college/university course work within an institution of higher education's state approved program in the specialization for which the Out-of-Field Authorization is granted; **AND**

(c) Recommendation of Institution of Higher Education. - Obtain the recommendation of the designated official at the college or university through which the program is being completed, verifying that the course work completed is part of the institution of higher education's state approved program; **AND**

(d) Recommendation of Superintendent. - Receive the recommendation from the county superintendent in the county in which the applicant is employed.

g. Chief School Business Official.

A. Initial Authorization for Chief School Business Official. - The applicant for licensure must provide evidence of satisfying the following:

(a) Degree. - Hold a minimum of a bachelor's degree including six semester hours of course work in accounting; **AND**

(b) Recommendation of Superintendent. - Receive the recommendation of the county superintendent verifying that the applicant is the most qualified candidate for the position.

B. Renewal of the Authorization for Chief School Business Official - The applicant for licensure must provide evidence of satisfying the following:

(a) Professional Development Activities. - Complete 15 clock hours of in-service credit offered by the licensing agency; **AND**

(b) Recommendation of the Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is or was employed.

§126.136.24. Advanced Salary Classifications for Educators.

24.1. Purpose. - The intent of advanced salary classifications is to recognize educators for completing college/university course work that will contribute to the improvement of instruction or other services in the public schools. The legal bases for these regulations are W.V. Code §§ 18A-4-1 and 18A-4-4.

24.2. Governing Principles. - The following governing principles shall apply:

24.2.1. The advanced salary classifications recognized by the licensing agency are: BA+ 15, Master's, MA+15, MA+ 30, MA+ 45 and Doctorate. These classifications are defined in §126-136-4.

24.2.2. All college/university course work used for advanced salary purposes must be completed at an accredited institution of higher education as defined in §126-136-4.2 except that course work completed for a vocational advanced salary classification recognized on the Vocational Certificate must have been completed at a regionally accredited institution of higher education as defined in §126-136-4.39.

24.2.3. Graduate course work completed after July 1, 1994 shall be related to the public school program, as defined in §126-136-12.6.

24.2.4. Duplicate credit as defined in §126-136-4.15, shall not be accepted for advanced salary purposes.

24.2.5. A teacher who holds a master's degree based on fewer than 30 semester hours of credit may qualify for the MA+ 15, MA+ 30, or MA+ 45 advanced salary classification by completing 15, 30, or 45 semester hours of college/university credit respectively, beyond the degree requirements.

24.2.6. An individual employed on a permit in a specialization which requires completion of a master's degree program for the initial Professional Certificate may be granted a BA+ 15 salary classification upon completion of 15 semester hours of course work leading to the master's degree in the specialization for which the permit is issued.

24.3. Salary Classifications for Holders of the vocational Permit or Certificate.

24.3.1. The basic salary for the holder of a Vocational Permit or Vocational Certificate shall be based on a bachelor's degree unless the permit or certificate is issued on the basis of a master's or doctor's degree in which case the salary will be at the appropriate degree level.

24.3.2. The vocational advanced salary classifications are recognized only on the Vocational Certificate.

24.3.3. The vocational advanced salary classifications for an educator whose Vocational Certificate is not based on a degree include Vocational BA+ 15, Vocational MA, Vocational MA+15, Vocational MA+ 30, and Vocational MA+ 45 . These salary classifications are defined in §126-136-4.

24.3.4. A vocational educator who received an advanced salary classification under previous provisions shall qualify for additional salary classifications by completing 15 semester hours of additional college course work through a regionally accredited institution of higher education defined in §126-136-4-39 for each new salary classification.

24.3.5. Six semester hours of college/university course work in the teaching specialization update are required for each advanced salary classification.

24.3.6. An educator who holds a permanent Vocational Certificate may qualify for the MA+ 30 salary classification based on the awarding of a bachelor's degree from a regionally accredited institution of higher education as defined in §126-136-4.39.

24.3.7. An educator who holds a permanent Vocational Certificate may qualify for the MA+ 45 salary classification based on the awarding of a bachelor's degree and 15 semester hours of graduate credit from a regionally accredited institution of higher education defined in §126-136-4.39.

24.3.8. An educator who is not pursuing a degree and who is requesting a vocational advanced salary classification must select college/university course work related to the following areas, with the semester hour limitations as indicated:

- a. Composition and Rhetoric 6 Hrs.
- b. School and Society 3 Hrs.
- c. Computer Literacy/Microcomputer Network Applications 6 Hrs.

d. Human Growth and Development	3 Hrs.
e. Mathematics	6 Hrs.
f. Psychology of Learning	3 Hrs.
g. Speech	3 Hrs.
h. Teaching of Reading in the Secondary Schools	3 Hrs.
I. Coordination of Cooperative Vocational Education	3 Hrs.
j. History and Philosophy of Vocational Education	3 Hrs.
k. Coordination of Vocational Youth Activities	3 Hrs.
l. Audio Visual Productions in Vocational Education	3 Hrs.
m. Teaching Special Needs Students in Vocational Education	3 Hrs.
n. Laboratory Science	8 Hrs.
o. Teaching Specialization Update	30 Hrs.
p. Approved Electives	9 Hrs.

24.3.9. The requirements for Teaching Specialization Update may be satisfied by: approved industry sponsored technical update workshops; approved specialization related course work sponsored by an accredited institution of higher education; approved back-to-industry experiences; and special incentive workshops sponsored by the licensing agency. These hours can be no more than five years old at the time of application for the advanced salary classification.

24.4. Dating of Advanced Salary Classifications.

24.4.1. The effective date of an advanced salary classification shall be the date of the applicant's eligibility provided the application is received by the licensing agency within three months of the date of eligibility. When the application is received by the licensing agency more than three months after the date of the applicant's eligibility, the effective date shall be the date the application is received by the licensing agency.

§126-136-25. Paraprofessional Certificate.

25.1. Permanent Paraprofessional Certificate.

25.1.1. General Criteria. - A Paraprofessional Certificate may be issued to a person who has completed: 1) the general requirements specified in §126-136-13.1; and 2) the conditions for issuance identified in §126-136-25.1.3. The Paraprofessional Certificate entitles the holder to serve in a support capacity including, but not limited to, facilitating the instruction and direct or indirect supervision of pupils under the direction of an educator.

25.1.2. Validity Period. - The Permanent Paraprofessional Certificate shall continue to be valid unless revoked for just cause.

25.1.3. Conditions for Issuance. - The applicant for licensure must submit evidence of satisfying 36 semester hours of post-secondary education or its equivalent in the following:

a. Basic Skills. - The applicant must have completed at least nine semester hours of college/university credit or its equivalent in reading, writing and mathematical computations. Three semester hours of course work can be credited by passing each of the Pre-Professional Skills Tests (PPST) in reading, writing and mathematics or meeting one of the exceptions identified in §126-136-14.1.3. e.D; **AND**

b. General Studies. - The applicant must have completed at least six semester hours of college/university credit or its equivalent from the humanities, fine arts, and/or physical, biological or social sciences; **AND**

c. Computer Literacy. - The applicant must have completed at least three semester hours of college/university credit or its equivalent in computer literacy; **AND**

d. Special Education. - The applicant must have completed at least three semester hours of college/university credit or its equivalent in special education. Documentation of a minimum of two years of successful experience which included special needs children and a minimum of ten (10) clock hours of in-service training directly related to special education may be substituted for the college/university credit; **AND**

e. Classroom Management. - The applicant must have completed at least three semester hours of college/university credit or its equivalent in classroom management. Documentation of a minimum of two years of experience in the successful use of classroom management skills may be substituted for the college/university credit; **AND**

f. Human Growth and Development. - The applicant must have completed at least three semester hours of college/university credit or its equivalent in human growth and development or psychology; **AND**

g. Electives. - The applicant must have completed nine semester hours of electives related to public instruction.

25.1.4. Equivalent Training. - Equivalent training may be obtained from in-service programs or adult technical education programs delivered through county school systems or regional education service agencies (RESAs) provided the equivalent training for the Paraprofessional License reflects the distribution of requirements specified in §126-136-25.1.3. Fifteen clock hours of in-service or adult technical education equals one semester hour of college/university credit.

§126-136-26. Licensure Appeal Panel.

26.1. Purpose. - The purpose of the Licensure Appeal Panel is to provide an appeal process for individuals related to interpretations of licensure regulations in order to allow an objective review of issues and decisions.

26.2. Jurisdiction. - The Licensure Appeal Panel has jurisdiction to hear an appeal based on licensure issues following its referral from the licensing agency. The Appeal Panel may determine that extenuating circumstances exist and, therefore, may base its decision on factors outside the current licensure regulations. The Appeal Panel does not have jurisdiction to review licensure revocations ordered by the licensing agency or to operate outside current law.

26.3. Membership. - The Licensure Appeal Panel shall be comprised of members of the West Virginia Commission for Professional Teaching Standards as specified in the State Board policy creating the commission.

26.4. Terms of Office. - Membership on the Appeal Panel shall be consistent with the member's term of office on the West Virginia Commission for Professional Teaching Standards.

26.5. Election of Chairperson. - At the initial meeting each school year, the members of the Appeal Panel shall elect a chairperson who shall serve a one-year term which expires June 30. The chairperson may be reelected to a second consecutive term but may not serve as chair for a third consecutive term. A temporary chairperson shall be elected to preside over any session or hearing in the absence of the regularly elected chairperson.

26.6. Quorum. - A majority of the Appeal Panel members eligible to participate must be present in order to convene a session or to take any official action. If a member is ineligible to participate in an appeal because he/she is a responding party, that member's seat shall not be counted among the number of members eligible to participate, and shall not be considered in the calculation of a quorum. Vacant seats shall not be considered in the calculation of a quorum.

26.7. Meetings. - The Appeal Panel shall meet in July or August of each school year to conduct business relating to its governance and to receive an orientation about legal procedures. The Appeal Panel shall meet in session at least every three months to review the appeals referred by the licensing agency. The Appeal Panel may meet more frequently if reasonably necessary, upon the consent of

a quorum. The Appeal Panel does not need to meet if no appeals are pending. The licensing agency shall reimburse each Appeal Panel member for allowable state travel expenses and shall reimburse the board of education the cost for a substitute teacher for each teacher member of the Appeal Panel.

26.8. Burden of Proof. - In all reviews or hearings referred to the Appeal Panel, the appellant shall bear the burden of proving, by a preponderance of the evidence, that the judgment made by the responding party is erroneous.

26.9. Liaison. - The licensing agency shall appoint a liaison within the licensing agency who shall assist the Appeal Panel by providing explanation of existing regulations, legal interpretations and practices of the licensing agency.

26.10. Appeal Process.

26.10.1. Appellant. - An individual may file an appeal, in writing, through the licensing agency, requesting a review of the record by the Appeal Panel provided:

a. A license or advanced salary classification was denied by the licensing agency or a lower level credential/advanced salary classification than expected was granted; **OR**

b. A recommendation for licensure/advanced salary classification was withheld by the designated recommending agency; **OR**

c. An appeal instituted by the individual through the recommending agency's formal due process procedures was not resolved to the appellant's satisfaction. An individual may not file an appeal through the licensing agency until such time as the appeal has been adjudicated at the local level.

26.10.2. Licensing Agency. - Upon receipt of an appeal, the licensing agency must:

a. Refer the appeal by written notification to the elected chairperson of the Appeal Panel; **AND**

b. Send an acknowledgment letter to the appellant informing the individual that the appeal is being referred to the Appeal Panel; **AND**

c. Send a letter of notification, a copy of the appeal and all attachments provided by the appellant to the responding party.

26.10.3. Responding Party. - The responding party may:

a. File a written response with the licensing agency within 10 days from the date the notice of the appeal was sent to the responding party. A copy of the response from the responding party shall be forwarded to the appellant.

26.10.4. Appellant. - Upon receipt of the response from the responding party, the appellant may:

a. File a written reply to the response within 10 days of the date of the response. The appellant's response shall go the Appeal Panel and the responding party via the licensing agency.

26.10.5. Chair of Appeal Panel. - Upon receipt of the appeal and any responses from the responding party and appellant, the chair of the Appeal Panel shall:

a. Place the appeal on the docket of cases scheduled for review at the next quarterly session, except that appeals received within the 30 days preceding a session may be held over until the following session if time is needed for the responding party and appellant to respond.

26.10.6. Licensing Agency. - The licensing agency shall:

a. Send a letter as soon as possible to the appellant informing her/him of the docket date for the review of the record in her/his appeal; **AND**

b. Send a notice of the session for review of the record or hearing of the appeal to each member of the Appeal Panel at the earliest practicable date. The notice must include the date, time, place and appeals to be considered. If the appeal is scheduled for hearing, the appellant shall be advised, in writing, of the time and place of the hearing and her/his rights set out in these rules. If the appeal is scheduled for review of the record, the appellant shall be notified of the review date.

26.10.7. Appeal Panel Members. - Any Appeal Panel member who is involved in an appeals as an appellant or as an employee of the responding party may not participate in the consideration or adjudication of the case.

26.11. Review of the Record.

26.11.1. Initial Review. - An appeal shall be first considered for adjudication by review of the record by the Appeal Panel. Upon proper notice, the Appeal Panel will convene to consider the appeal upon the administrative record furnished by the appellant and the responding party.

26.11.2. Decision. - After reviewing the record, state law and the licensure regulations, the Appeal Panel shall decide the appeal by voting on whether to grant the appeal and reverse the decision of the responding party or to uphold the decision of the responding part. To reverse the decision of a responding party, at least a majority of the members of the Appeal Panel eligible to participate must vote in favor of the appellant. In the case of a tie vote, a second vote shall be taken. If the vote is still tied, the proposed motion fails. If the Appeal Panel determines that it is necessary to take evidence from witnesses, in addition to the evidence already contained in the record, the appeal will be rescheduled for hearing on the next available date. Notice of such shall be sent to the appellant and responding party.

26.11.3. Notification. - The chairperson of the Appeal Panel shall notify the appellant of the Appeal Panel's decision which shall be made in writing within 14 days after the session. The

decision shall include findings of fact and conclusions of law. Copies of the decision shall be sent to the licensing agency and the responding party. The appeal documents shall remain with licensing agency.

26.12. Hearings.

26.12.1. Closed Hearings. - All hearings shall be recorded and shall be closed unless an open hearing is requested by the appellant.

26.12.2. Rules. - The formal rules of evidence shall be relaxed. However, gross violations thereof may be restrained by the chairperson of the Appeal Panel or by a person designated by the chairperson to rule on evidentiary questions.

26.12.3. Appellant. - The appellant has the right to:

- a. Be assisted by counsel or other person of appellant's choosing; **AND**
- b. Receive a copy of all documents submitted to the Appeal Board; **AND**
- c. Receive a transcript or recording of the hearing; **AND**
- d. Present witnesses and cross-examine witnesses, all of whom shall take an oath prior to testifying; **AND**
- e. Have the right to present her/his case first.

26.12.4. Responding Party. - The responding party has the right to:

- a. Be assisted by counsel or other person of the responding party's choosing; **AND**
- b. Receive a copy of all documents submitted to the Appeals Panel; **AND**
- c. Present witnesses and cross-examine witnesses, all of whom shall take an oath prior to testifying.

26.12.5. Appeal Panel. - The Appeal Panel:

- a. May take administrative notice of any official record or document maintained by any state agency or subdivision thereof, if authenticated by the custodian thereof; **OR**
- b. May take administrative notice of any state law or regulation of a state agency; **AND**
- c. Shall decide the appeal at the same session and upon consideration of the administrative record, the evidence, state law and the licensing agency's regulations by voting on

whether to grant the appeal by reversing the decision of the responding party or to uphold the decision of the responding party.

d. To reverse a decision of a responding party, at least a majority of the members of the Appeal Panel eligible to participate must vote in favor the appellant. In the case of a tie vote, a second vote shall be taken. If the vote is tied a second time, the proposed motion fails.

26.12.6. Chair of the Appeal Panel. - The chairperson of the Appeal Panel shall:

a. Notify the appellant of the Appeal Panel's decision, which shall be made in writing within 14 days after the hearing. The decision shall include findings of fact and conclusions of law; **AND**

b. Send copies of the decision to the responding party and the licensing agency.

26.13. Appeal to State Board of Education.

26.13.1. Any party not satisfied with the decision of the Licensure Appeal Panel may appeal to the State Board , in writing, within 60 days of the Appeal Panel's decision.

26.14. Appeal to the Kanawha County Circuit Court.

26.14.1. Any party not satisfied with the decision of the State Board may appeal to the Kanawha County Circuit Court within 120 days of the date of the State Board's decision.

APPENDIX A
SPECIALIZATIONS RECOGNIZED
ON THE PROFESSIONAL AND VOCATIONAL LICENSES

APPENDIX A
SPECIALIZATIONS CURRENTLY RECOGNIZED
ON THE PROFESSIONAL CERTIFICATE
AND
SPECIALIZATIONS RECOMMENDED FOR DISCONTINUATION

Recognized Programmatic Levels

- | | |
|--------------------|-------------------------|
| • Early Education | PreK-K |
| • Early Childhood | Grades K-4 |
| • Middle Childhood | Grades 5-9 ¹ |
| • Adolescent | Grades 9-12 |
| • Adult | |

Grade Level Options for General Education Specializations

Art	Grades K-12, 5-12, 5-9 ¹
Biology	Grades 9-12
Chemistry	Grades 9-12
Driver Education ¹ (Safety Education)	Grades 9-12
Early Childhood Education	Grades K-4
Early Education	PreK-K
Elementary Education ¹	Grades K-6 ¹
English	Grades 5-12, 5-9 ¹
French	Grades 5-12, 5-9 ¹
General Math through Algebra I	Grades 5-12, 5-9 ¹
General Science	Grades 5-12, 5-9 ¹
German	Grades 5-12, 5-9 ¹
Health	Grades K-12, 5-12, K-9 ¹
Latin	Grades 5-12, 5-9 ¹
Mathematics	Grades 5-12, 5-9 ¹
Middle Childhood--Professional Development	Grades 5-9 ¹
Music	Grades K-12, 5-9 ¹
Oral Communications	Grades 9-12
Physical Education	Grades K-12, 5-12, 5-9 ¹
Physics	Grades 9-12
Reading Specialist ²	Grades K-12
Russian	Grades 5-12, 5-9 ¹
School-Library Media	Grades K-12
Social Studies	Grades 5-12, 5-9 ¹
Spanish	Grades 5-12, 5-9 ¹
Technology Education	Grades 5-12

¹Grade Level and/or Name Altered

²Master's Degree Required

APPENDIX A

Grade Level Options for Vocational Specializations

Agriculture	Grades 5-12
Business Education	Grades 5-12, 9-12
Consumer & Homemaking	Grades 5-12
Marketing	Grades 9-12

Grade Level Options for Special Education Specializations

Behavior Disorders (Excluding Autism)	K-12
Behavior Disorders (Including Autism)	K-12
Gifted	Grades K-9 ¹ , 5-12
Hearing Impaired	Grades K-9 ¹ , 5-12, K-12
Mentally Impaired Mild/Moderate	Grades 5-12, K-12
Preschool Special Needs ¹ (Preschool Handicapped)	Grades PreK-K
Severely/Profoundly Impaired ¹ (Severely and Profoundly Handicapped)	Not Specified
Vision Impaired	Grades K-9 ¹ , 5-12, K-12

Grade Level Options for Student Support Specializations

Athletic Trainer	Grades 5-12
Counselor ²	Grades K-12, K-9 ¹ , 5-12
Education Audiologist ²	Grades K-12
School Nurse	Grades K-12
School Psychologist ²	Grades K-12
Social Services and Attendance	Grades K-12
Speech Language Pathologist ²	Grades PreK-12

Grade Level Options for Administrative Specializations

Principal ²	Grades K-12, K-9 ¹ , 5-12
Superintendent ²	Not Specified
Supervisor of Instruction ²	Grades K-12
Vocational Administrator ²	Grades 5-Adult

¹Grade Level and/or Name Altered

²Master's Degree Required

**APPENDIX A
PROGRAMS RECOMMENDED FOR DISCONTINUATION***

Business Principles	Grades 5-12, 9-12
Physically Handicapped	Grades K-12
Secretarial Studies	Grades 9-12
Occupational Home Economics	Grades 9-12

*The West Virginia Department of Education will continue to issue certificates endorsed for the specializations recommended for discontinuation only to students currently enrolled in the approved programs in these areas.

Note: Recommendations from the Educators for West Virginia's Future for new specializations will be referred to the West Virginia Commission on Professional Teaching Standards.

SPECIALIZATIONS RECOGNIZED ON THE VOCATIONAL LICENSE***

Agriculture and Industrial Maintenance	Fabric Maintenance Services/ Dry-cleaning	Nursing Assistant (Aide)
Air Conditioning and Refrigeration Technology	Facilities Maintenance	Operations and Servicing- Heavy Equipment
Auto Body Technology	Forestry Technology	Ornamental Horticulture
Carpentry	General Building Construction	Pharmacy Technician
Civil Technology	Graphic Communications	Piano Tuning and Repair
Commercial Art/ Advertising Design	Hazardous Waste Management	Power Mechanics
Communications Technology	Health Assistant	Practical Nursing (Vocational)
Computer Integrated Manufacturing	Industrial Equipment Maintenance	Quantity Foods Occupations
Computer Systems and Operational Support	Interior Design	Respiratory Therapy Technician
Conventional/Computer Aided Drafting	Machine Tool Technology	Sheet Metal
Cosmetology	Masonry	Small Engine Repair
Culinary Arts	Materials Handling and Inventory Control	Surgical Technician
Dental Assisting	Medical Assistant	Textile Production and Fabrics
Dental Laboratory Technology	Medical Laboratory Assisting	Truck Driving Training
Diesel Equipment Technology	Medical Transcription	Welding Technology
Electrical Technology	Metal Trades Combined	
Electronics Technology	Millwork and Cabinet making	

***All of these specializations are issued at the 9-Adult level.

**APPENDIX B
REQUIRED TESTS FOR WEST VIRGINIA LICENSURE**

**APPENDIX B
REQUIRED TESTS FOR WEST VIRGINIA LICENSURE**

PREPROFESSIONAL SKILLS¹

	Praxis I			
	Paper/Pencil Version		Computer-Based Version	
	Test Code	Required Score	Test Code	Required Score
Reading	710	172	711	319
Writing	720	171	721	316
Mathematics	730	172	731	317

OR	American College Testing Program	
	Required Score	Required Score
	25	26 (Enhanced - Effective November 1989)

OR	Scholastic Achievement Test	
	Required Score	Required Score
	1035	1125 (Recentered - Effective April 1995)

PROFESSIONAL EDUCATION²

Praxis II		
	Test Code	Required Score
Professional Education Principles of Learning and Teaching, Grades K-6	0522	152
Principles of Learning and Teaching, Grades 5-9	0523	To be determined ³
Principles of Learning and Teaching, Grades 7-12	0524	144

¹There are several exemptions to the PPST as indicated in §126-136-14.1.3.e.D. This Appendix ONLY includes exemptions based on ACT or SAT scores. Please refer to the appropriate policy section for other exemptions.

²Persons completing West Virginia programs leading to the initial teaching license after September 1, 1997, or out-of-state applicants applying on or after September 1, 1997, shall pass a West Virginia Board of Education adopted Principles of Learning and Teaching Praxis test that includes at least a portion of the grade levels indicated on the anticipated license.

³Licensure candidates who enroll for the Praxis II, Principles of Learning and Teaching in Grades 5-9, during the October 1997 test administration will be required to meet the passing test score that will be established following the first administration of the test.

APPENDIX B
REQUIRED TESTS FOR WEST VIRGINIA LICENSURE (CONT'D)
CONTENT SPECIALIZATION TESTS⁴

Praxis II		
Current General/Vocational Education Specializations	Required Test(s)	Required Score(s)
Agriculture	0700	430
Art	0133	146
Biology	0235	152
Business Education or Business Principles	0100	570
Chemistry	0245	150
Chemistry and Physics	0245 0265	150 126
Consumer and Homemaking	0120	530
Coordinator of Cooperative Education	No test required	NA
Early Education (PreK-K)	0530	590
English/Language Arts	0041	151
French	0173	131
General Math through Algebra 1	0067	146
General Science	0231 ⁵ 0481 ⁵ 0432	135 133 142
German	0181	132
Health Education	0550	620
Journalism	No test required	NA
Latin	0600	480
Marketing	0560	600
Mathematics (Comprehensive)	0061 ⁶	133

⁴Persons completing middle school endorsements except in mathematics and Professional Development: Middle Childhood Education, are not required to take a Praxis II specialty area test.

⁵A passing test score submitted for the Biology endorsement may be substituted for the Biology test requirement indicated for General Science. Also, a passing score submitted for the Chemistry or Physics endorsement may be substituted for the Physical Science test requirement indicated for General Science.

⁶Persons completing a middle school Mathematics (comprehensive) endorsement must take the General Math test (0067).

APPENDIX B

Praxis II		
Current General/Vocational Education Specializations	Required Test(s)	Required Score(s)
Multi-Subjects, grades K-8	0011	148
Multi-Subjects, grades K-4	0020	530
Music	0113	143
Occupational Home Economics	No test required	NA
Oral Communications	0220	600
Prevocational Exploration	No test required	NA
Professional Development: Middle Childhood Education	0523	To be determined ³
Reading Specialist	0300	520
Russian	No test required	NA
Safety Education	0867	141
School-Library Media	0310	520
Secretarial Studies	No test required	NA
Social Studies	0081	144
Spanish	0191	143
Technology Education	0050	570
Current Special Education Specializations		
Behavior Disorders (including and excluding Autism)	0371	136
	0351 ⁷	119
Gifted	0357	161
Hearing Impaired	No test required	NA
Mentally Impaired (Mild/Moderate)	0321	124
	0351 ⁷	119
Physically Handicapped	No test required	NA

³Licensure candidates who enroll for the Praxis II, Principles of Learning and Teaching in Grades 5-9, during the October 1997 test administration will be required to meet the passing test score that will be established following the first administration of the test.

⁷A passing content specialization test (NES Test) in Behavior Disorders, Mental Impairment (mild/moderate) or Specific Learning Disabilities may be used to satisfy the Knowledge-Based Core Principles testing requirement (0351) indicated for these tests in the Praxis series.

APPENDIX B

Praxis II		
Current Special Education Specializations	Required Test(s)	Required Score(s)
Preschool Handicapped	0690	510
Severely and Profoundly Handicapped	No test required	NA
Specific Learning Disabilities	0381 0351 ⁷	124 119
Visually Impaired	No test required	NA
Current Student Support Services Specializations		
Athletic Trainer ⁸	0097	158
School Counselor	0420	560
Education Audiologist	0340	540
School Nurse	No test required	NA
School Psychologist	0400	540
Social Services and Attendance	0210	560
Speech-Language Pathologist	0330	510
Current Administration/Supervision Specializations		
Principal, Superintendent, Supervisor of Instruction, and Vocational Administrator	0410	520

⁷A passing content specialization test (NES Test) in Behavior Disorders, Mental Impairment (mild/moderate) or Specific Learning Disabilities may be used to satisfy the Knowledge-Based Core Principles testing requirement (0351) indicated for these tests in the Praxis series.

⁸Persons holding current National Athletic Trainers Association membership are exempt from taking the Praxis Athletic Trainer test.

APPENDIX B

REQUIRED TESTS FOR THE VOCATIONAL PERMIT
AND VOCATIONAL CERTIFICATEBASIC SKILLS⁹

California Achievement Tests Required for Vocational Educators Required Score		
	Vocational Permit	Vocational Certificate
Reading	765	774
Writing	749	760
Mathematics	768	780

Content Specializations		
	Permit Issuance ¹⁰	Permit Renewal ¹⁰
Vocational Technical Occupations ¹¹	Written Section of NOCTI (Policy 5106) ¹²	Performance Section of NOCTI (Policy 5106) ¹²
Practical Nursing	Valid WV License as RN	
Nursing Assistant & Health Assistant	Valid WV License as RN	
Medical Assistant	Valid AAMA Certificate	
Medical Lab Technician	Valid Certificate from ASCP or AMT or ISCLT	
Dental Assistant	Valid Certificate from DANB	
Dental Lab Technician	Valid Certificate from NBC in Dental Laboratory Technology	
Other Health Occupations	Valid Certificate or License from the appropriate state or national organization	

⁹Exemptions to the Basic Skills Tests are identified in WV 126CSR136, Policy 5202. This Appendix **ONLY** includes exemptions based on ACT and SAT scores. Please refer to Policy 5202 for other exemptions.

¹⁰The testing components and scores established for the issuance of a permit and the renewal of a permit are also required for the issuance of a Vocational Certificate.

¹¹If a NOCTI test or a national or state certificate or license is not available, content specialization tests shall be developed or obtained from other sources.

¹²The minimum scores for passing the NOCTI test shall be one-half of a standard deviation below the mean plus the standard error of measurement.

6/20/97

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

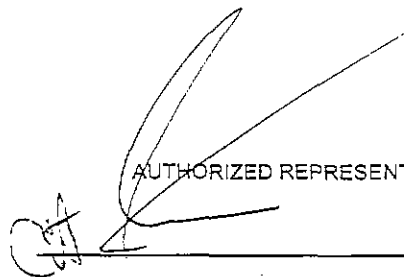
3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

No fiscal impact.

DATE
June 24, 1997

AGENCY
Department of Education

AUTHORIZED REPRESENTATIVE



**Policy 5202: Minimum Requirements for the Licensure of Professional/
Paraprofessional Personnel and Advanced Salary Classifications**

COMMENT LOG - March 24, 1997 through April 25, 1997

N = No Response
 MA = Not Accepted
 A = Accepted
 - = Negative
 + = Positive
 0 = Neutral

Date Received	Individual/Organization	Comment	Action/Type	Rationale
§126-136-2.				
04/07/97	William A. Toussaint WVDE	Fine.		
§126-136-3.				
04/07/97	William A. Toussaint WVDE	Fine.		
04/18/97	Toni DeVore	3.3. Will WVDE's also recommend regulations for principals, central office personnel, & superintendents? If so how will they be represented on the Board?		
§126-136-4.				
04/07/97	Rebecca Goodwin Kanawha County Schools	I applaud the establishment of the Continuing Education and the provision that educators may combine college and staff development work to advance in salary classification or to revalidate a license.		
04/11/97	Jeanne Moore WVDE	4.11. The WVDE and the RESAs are not "boards of education", but both are the staffs employed by boards of education. This needs rewording. 4.12. Is the superintendent <u>issued</u> an endorsement when employed as superintendent? Or must he hold the endorsement in order to be employed in this position? Your statement sounds as though you mean the former. 4.17. What does this mean? 4.30. M.A. plus 15 is not equivalent to 45 "including a master's." Some master's degrees require more than 45 hours.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
\$126-136-4				
04/11/97	Jeanne Moore WVDE	4.31. I believe I had more than 75 hours of course work when I completed my master's degree. Do you really mean that none of that would result in salary credit until my thesis was completed? This seems very unfair. 4.32. See comments above. 4.33. At this point the equivalency is fair. Anyone with 60 units should be working toward a doctorate, or special certification, or additional endorsements. 4.34. Internship is not defined and needs to be. 4.37. Does the faculty member really have to be part of the Performance Assessment for every public school teacher? This is not clear. 4.52. Some non-public schools are governed by a central administration and a single board, but the language you use here indicates that this structure will not be recognized. 4.57 - 4.61. Why are the rules so much less stringent for vocational degrees?		
04/18/97	Tom Devore	4.1. The bookkeeping for this will be extremely difficult (225 hours). 4.30. 225 clock hours - who will be responsible? 4.31. 450 clock hours - who will be responsible? 4.32. 675 4.33. 900 clock hours		
\$126-136-5				
04/07/97	William A. Toussaint WVDE	Pinc.		
\$126-136-6				
04/07/97	William A. Toussaint WVDE	Pinc.		
04/11/97	Jeanne Moore WVDE	6.1.1.c Is the WVDE really going to have to approve every teacher's professional development plan.		
\$126-136-7				
04/07/97	William A. Toussaint WVDE	Pinc.		
04/11/97	Jeanne Moore WVDE	7.7.1. Line 2 "... will no longer be issued..." You omitted a word.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
04/07/97	William A. Toussaint WVDE	Fine.		
§126-136-8.				

§126-136-9.				
04/07/97	William A. Toussaint WVDE	Fine.		
04/07/97	Rebecca Goodwin Kanawha County Schools	9.1. I have grave concerns in our middle schools. Teachers in career related fields such as home economics or technology education are generally licensed for 7-12. They could not serve our sixth graders. There could also be complications in other electives such as art, music or physical education. 9.3/9.4. The reality of finding teachers to do home teaching requires some leniency in the required endorsement. Perhaps county boards could be permitted to issue a temporary permit in emergency situations. This is especially true in light of court rulings requiring the employment of full-time home bound teachers 9.7. As we move to middle schools, we have found great strength in our elementary staff. This provision would limit that use of teachers.		
04/09/97	Donna Martin Assistant Superintendent Lincoln County Schools	9.7. Clarification - Assignment of Elementary or Multi-subject Teachers- this is for new positions only; teachers already in such positions can continue - correct?		
04/11/97	Jeanne Moore WVDE	9.7. Bravo! Thank You! But how do you define "new position"? Does the newness refer to the position or the teacher assigned to it? This is open to several interpretations.		
04/18/97	Tom Devore	9.1. How will teachers who received their certification before "K" was available I.E. The PE teacher who is certified K-12 but also has kindergarten. *Will these teachers be grandfathered? Will provisions be made to pick up the "K" endorsement?		

§126-136-10.				
04/07/97	William A. Toussaint WVDE	Fine.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
04/07/97	William A. Toussaint WVDE	Here, I think it must be time that the Legislature obligated itself to pay for Continuing Education of Professional Educators, other Professionals, and Service Personnel whether by a Higher Educational Institution or some other body.		

§126-136-11.

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-12.				
04/07/97	William A. Toussaint WVDE	What is missing here, I think is the opportunity for Teachers and other school personnel to learn from the students as well as learn from one another and from professors, etcetera.* *My omission of parents, guardians, and custodians of students here is simply because they - as well as a school's public generally - can instruct faculty, staff, administration via the Local School Improvement Council, PTA/PTO and county board of education.		
04/11/97	Joanne Moore WVDE	12.5. The definition of "unduplicated course work" is not clear to me. 12.6. See 12.5. comment above. 12.7. This really belongs under "Definitions." 12.8.4. This section needs clarification. Does it refer to books only? If it is intended to include "major works" in the creative arts this should be so stated in the first sentence.		
04/18/97	Tom Devore	12.6. This section removes any opportunity for county wide focus. As a supervisor if I schedule a session I will have no idea who may attend. 12.8.2. - 12.8.5. The verification and maintaining records for this is a potential nightmare. Are there models for keeping track of this info? Does WVEIS have some type of tracking to do this?		
04/21/97	Ellsworth Buck Greenbrier County BOE	The recognition of professional development activities creates concern in some areas. Keeping track of and giving credit for clock hours earned will cause major record keeping problems for someone-probably personnel. I expect considerable abuse of activities for consideration. Immediate supervisors will not be in a position to adequately assess all alternatives and approval by the superintendent will add nothing to assure activities are appropriate.		

§126-136-13.

04/07/97	William A. Toussaint WVDE	Fine.		
04/09/97	Donna Martin Assistant Superintendent Lincoln County Schools	13.3. Cost of background check shall be the responsibility of the applicant - Thank You!		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-13.				
04/11/97	Jeanne Moore WVDE	13.2. "...discretionary academic forgiveness provisions ..." This should be defined somewhere. I have never before encountered this phrase. 13.4. How long is the internship? What do they get when they complete it? What are the criteria for "successful completion?"		

§126-136-14.				
04/07/97	William A. Toussaint WVDE	Fine.		
04/11/97	Jeanne Moore WVDE	14.3.1-a. How long is the internship and how does one measure "successful completion?" -c. Use "(one of which must be completed in West Virginia). Otherwise it is not clear whether both years must be in the endorsed areas, or only the WV year. 14.5-a. If the temporary license can only be revalidated 2 times, it does not make sense to say in the second sentence, "Every third revalidation ..." 14.5.4-b. If citizenship can only be gained after 5 years in residence, and temporary license can only be renewed 2 times, how can an immigrant ever get a professional license? This section makes it impossible. 14.5.4-c. See "D" above.		

§126-136-15.				
04/07/97	William A. Toussaint WVDE	Fine.		
04/09/97	Donna Martin Assistant Superintendent Lincoln County Schools	15.1.3.d. Reduction in Force situation does not allow permit teachers to maintain job. might be useful to add to explanation. (I realize that, technically, the word posting is used, and that refers to job vacancies, but I still feel that R.I.F.'s should be mentioned.)		
04/11/97	Jeanne Moore WVDE	15.3.2-c. What are the criteria for successful completion of the internship?		

§126-136-16.				
04/07/97	William A. Toussaint WVDE	Fine.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-17.				
04/07/97	William A. Toussaint WVDE	The changes from "3 years of management level experience" per §18A-3-2a(2) to 3 years of teaching experience should be written in the especially dark type used for showing what will be in need of legislative amendment.		
04/14/97	Jeanne Moore WVDE	17.3.1 a. What are the criteria for "successful completion?"		
04/18/97	Tom DeVore	When will this be in effect?		
§126-136-18.				
04/07/97	William A. Toussaint WVDE	Fine.		
04/09/97	Donna Martin Assistant Superintendent Lincoln County Schools	13.1.3.3. Reduction in Force situation does not allow permit teachers to maintain job - might be useful to add to explanation. (realize that, technically, the word posting is used, and that refers to job vacancies, but I still feel that R.I.F.'s should be mentioned.)		
04/18/97	Tom DeVore	When will this be in effect?		
§126-136-19.				
04/07/97	William A. Toussaint WVDE	Fine.		
§126-136-20.				
04/07/97	William A. Toussaint WVDE	Fine.		
§126-136-21.				
04/07/97	William A. Toussaint WVDE	Fine.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
04/07/97	William A. Toussaint WVDE	Fine. §126-136-22		

§126-136-23.				
04/07/97	William A. Toussaint WVDE	At 23.13 on page 45 in Item S-A-b, the word "verify" ought to be replaced by "superintendent verifying".		

§126-136-24.				
04/07/97	William A. Toussaint WVDE	§24.3.3 is difficult for me to read, so I suggest that the second line begin: not based upon a degree <u>do/would</u> include....."		
04/14/97	Jeanne Moore WVDE	24.2.5. "Duplicate credit" is not clearly defined in your list of terms. 24.2.6. But what happens if the person has 50 units or more before completion of the MA thesis? (I had nearly finished course work for the doctorate before completing my thesis.)		

§126-136-25.				
04/07/97	William A. Toussaint WVDE	Fine.		

§126-136-26.				
04/07/97	William A. Toussaint WVDE	At §26.10.7 the initial word of the second line should not be pluralized, viz: "appeals".		
04/14/97	Jeanne Moore WVDE	26.3. How many members needs to be specified.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
General Comments				
04/07/97	William A. Toussaint WVDE	I recommend reding this policy proposal to make certification simple & easy for a qualified pedagogue to get. The vocational certification provisions herein could serve as a guidance & instruction therefor.		
04/09/97	Donna Martin Assistant Superintendent Lincoln County Schools	I hope that appropriate participants of these revisions have brain stormed (or perhaps we all can at a later date) as to record keeping procedures, responsibilities, etc. of the revalidation process. This could present a big problem to a county with few central office employees.		
04/14/97	Jeanne Moore WVDE	Nowhere in this policy is there provision for the part-time permit previously given to artist. What sort of permit is needed by the symphony musician who teaches strings in the Logan County and Kanawha County Schools? The ballet studio teacher who may offer her services to start a dance program in Berkeley County? Or Wood County? This is going to be crucial in the next five years.		
04/18/97	Tom Devore	How will this policy affect those working with legislated administrative certificates? I have worked more than 2 years in this administrative position, have a master's in Education and have 18 hours towards an Ed.d. in Educational Leadership. My legislated administrative certificate expires June 30, 1997. Will I be able to renew under sections 17 or 18 before my legislated administrative certificate expires?		
Appendix A				
04/07/97	William A. Toussaint WVDE	Fine.		
04/09/97	Donna Martin Assistant Superintendent Lincoln County Schools	I have questions: 1. Could a teacher certified in I.A. 5-12 teach secondary speech classes or would an oral communications specialization be required? 2. If a teacher had a Reading (developmental and remedial) K-9 or 5-12, could they teach Title I? If so, what would a Reading Specialist specialization be used for or even desirable to obtain? 3. Need definition of central office administrator.		
04/18/97	Barbara L. Ludlow Professor West Virginia University	Special education categories should conform to "people first" language as required by all major professional organizations. Thus, impaired would become "Impairments", gifted would become "Giftedness". Also, the term severe/profoundly should be changed to severemultiple impairments to more accurately reflect the characteristics of these students as well as current terminology in the field. Frankly, the use of the term "disabilities should be substituted for impairments, since it is preferred by consumers, more generally accepted and used by professionals, and more consistent with federal definitions.		

Policy 5202: Minimum Requirements for the Licensure of Professional/ Paraprofessional Personnel and Advanced Salary Classifications
COMMENT LOG - April 25, 1997 through May 16, 1997

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-2.				
05/06/97	Roscoe Hale Marshall University	Support creation of Board for Professional Teaching Standards.		
05/07/97	Kathy Dawson	I have a concern about those teachers who have been teaching previously a level below or a level higher than their certificate. There are teachers who have graduated years ago when objectives now being taught in these grade levels were not taught. The objectives for example, in grade one are now being taught in kindergarten. Also those who have already been teaching have been evaluated in years past. If they are not doing their job, the evaluator has had that responsibility. I would suggest "grandfathering" them in these positions and apply this policy to new personnel if you feel this is all important.		
05/16/97	Mr. Stephen Keener, Principal Romney Elementary	Summary Criminal background check all fingers - too expensive Educators on probationary contracts being allowed to apply for tuition reimbursement is a good idea as well as limiting backdating of advance salary classification. Teaching one grade level above or below their license will not allow enough leeway when the next teacher shortage begins which will be soon. Endorsements to the certificate should occur with one or two extra classes not five or more classes.		
§126-136-3.				
05/06/97	Elizabeth Mow WVPE Executive Board	It is good to have teacher input in the certification and licensure process. However, the West Virginia Board of Education has to be extremely careful not to abdicate its control over this process.		
05/09/97	Barbara Davis	126-136-3. Purpose, I truly fear WVEA-NEA control of educational policies and procedures and oppose the creation of a Board of Professional Teaching Standards. The final authority for all policies should be the WV Department of Education. The State Board of Education might consult with the Board of Professional Teaching Standards (if you insist in creating another layer of bureaucracy); the State Board of Education should be the final authority in all educational matters. As one of the handful of teachers who went to work during the illegal teacher's strike, I witnessed first hand how union threats controlled the behavior of building principals and central office staff. It wasn't pretty...and never to be forgotten.		
05/12/97	Shannon Bennett	"Assurance of established levels of competence." "Ensure that persons have necessary knowledge." As this policy is written, these purposes should be met.		

Date Received	Individual Organization	Comment	Action/Type	Rationale
05/15/97	Mark Mix, Vice President Concerned Educators Against Forced Unionism (GEAFU)	<p>On behalf of members and supporters of Concerned Educators Against Forced Unionism (GEAFU), I strongly urge you to consider carefully the requirements of Policy 5202, Section 126-136-3, the Teacher Certification and Licensure proposal. The Board of Education must take every precaution that unions do not gain control of education through the establishment of a West Virginia Board for Professional Teaching Standards.</p> <p>This policy could turn control of teacher preparation, in institutions of higher learning, control of teacher testing, licensure, and evaluation over to an autonomous teacher-majority standards board.</p> <p>GEAFU takes no position regarding the establishment of licensure boards. We are, however, very concerned that the majority of such a board not be composed of a teacher-union appointed majority with autonomous control.</p> <p>In their quest for ever-increasing power over the public school system in America, National Education Association (NEA) union officials have made no secret of the fact they want to control who enters, stays and leaves the teaching profession. In 20 states and the District of Columbia, they have already won the right to collect forced dues from educators.</p> <p>Teacher union officials' quest for adoption of Policy 5202 is simply another method of coercing teachers, to control who enters, stays and leaves the education field in West Virginia.</p> <p>If Policy 5202 creates a professional teaching standards board composed of a majority of teacher union members, Policy 5202 could very possibly keep a nonunion teacher from getting a license.</p> <p>This proposal may be nothing more than a political payoff to union officials at the expense of taxpayers, parents, and school employees.</p> <p>In the interest of freedom-loving teachers and the taxpayers of West Virginia, please reject adoption of Policy 5202.</p> <p>3.3 I think you would be making a BIG mistake by authorizing such a board!! You will lose your ability to upgrade the profession.</p>		
05/16/97	Diana D. Steed			
05/01/97	Kathy M. Finsley Ohio County Schools	<p>4.1, 4.30, 4.31, 4.32, 4.33, 4.56 & 4.61. Substitution of required hours in staff development activities for college coursework to advance salary classification needs to be studied more. As a practical matter, that professors do require continuing education hours, however, there are established providers (ie. National Business Institute, WV State Bar, WVU Law School) and the professional is responsible for enrollment, fees and completion of the reporting forms. School systems already have tremendous responsibilities regarding the tracking of staff development hours currently required. Record keeping for this alternative would be an undue burden administratively.</p>		
§126-136-4.				

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
\$126-136-4.				
05/02/97	Michael Zagarella RPSA VIII	4.27. Licensing Agency - WV Department of Education There are several exceptions to this throughout the document. I suggest you add "or the appropriate state or national licensing body."		
05/05/97	Paul E. Barcus, Jr. Weitzel County Schools	4.1. & 4.2. Delete (2). Renewal/reevaluation only by college credit. 4.7. 2 years of experience needs clarified (within county, within WV, etc.) 4.9. Same as for 4.7. 4.13. delete. 4.30. same 4.1. 4.31. " 4.32. " 4.33. " 4.40. " 4.44. delete. 4.47. delete.		
05/06/97	Elizabeth Mow WVPE Executive Board	Similar reservations as those stated above concerning the WV Board for Professional Teaching Standards.		
05/06/97	Martha Dean	4.1. and 4.2. delete (2). Renewal/reevaluation only by college credit. 4.13. Delete the use of GER's. It isn't used throughout the policy. 4.30. Delete clock hours for qualifying for advanced salary. 4.31. Delete clock hours for qualifying for advanced salary. 4.32. Delete clock hours for qualifying for advanced salary. 4.33. Delete clock hours for qualifying for advanced salary. 4.47. Delete. This isn't consistent throughout the policy. 4.56 - 4.61 Delete use for professional development hours for advanced salary. 4.63. To have a majority of teachers on the Board is to place too much power in the hands of one group.		
05/08/97	Ruthie Gee Buckhannon-Ipsburr Middle School	4.33. M. A. plus 60 - PLEASE KEEP THIS PROPOSED CHANGE - IT IS VERY MUCH NEEDED.		
05/09/97	Robert L. Harrison, Jr. WVDE	4.8. Funding of \$600.00 for beginning educator or principal is for <u>one year only</u> . This will require additional state funds to pay for the mentor. Place 4.34 closer to this Beginning Principal Mentor is defined in code and policy and should be added as separate definition. Beginning Teacher Mentor is also defined and should be included near 4.8.		
05/12/97	Shannon Bennett	4.1. Because of the variance between county administrations, I do not believe it will be possible to maintain any quality control over professional development activities. I would like to see credits be given only through college course work where some standard measure will provide consistency between counties.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
\$126-136-4.				
05/14/97	Jon D. Shriver Hundred High School	4.1. (& 2) Delete (2). Renewal/reevaluation only by college credit. 4.7. 2 years of experience needs clarified (within county, within WV, etc.). 4.9. Same as 4.7. 4.13. Delete. 4.30., 4.31., 4.32., 4.33., and 4.40. Same as 4.1. 4.44. And 4.47. Delete.		
05/15/97	East Hardy Middle Childhood School	4.20. Experience should be the same as one year experience - not just assignment consistent with endorsements on the license. A teacher who teaches 133+ days on one assignment should not be penalized because it wasn't on his/her certificate. 4.36. & 4.53. Teaching experience based on only what is reflected on license is limiting to the teacher.		
05/15/97	Emily C. Meadows Raleigh County Schools	Putting the burden on counties to log & verify professional development activities for renewal of certification and advance salary is onerous. I realize other states allow such renewals, BUT those states do not have the legislatively mandated burdens of 18a-47a (as well as 18a-48b), 18-29, 18a-22 (18a-2-6), etc, etc. All these responsibilities end up in personnel offices. There are only 24 hours a day, 7 days a week in our lives, too! I personally am opposed to renewal of certification through professional development activities, as well as salary advances on such. Teachers can't remember the names of college course work they have completed - can you imagine Professional Development Activities? If such a provision is approved, language should be made very clear about PRIOR approval for these activities. Teachers are already asking about "a conference I attended in '92..." When we say, "You must have prior approval (if this becomes the policy)," their response is, "The policy doesn't say that."		
05/16/97	Karen LARRY WVDE	In numbers 4.56 through 4.61 the term "Vocational License" is consistently used. While people who hold this license will know its meaning, many others will not understand this term. To clarify the usage of "Vocational License," I suggest adding a definition for Vocational License as number 4.56 and renumber the other numbers.		
05/16/97	Russ McKeon & Jane Boekett Short Line School	4.1. (&2) delete (2). Renewal/reevaluation only by college credit. 4.7. 2 years of experience needs clarified (within county, within WV, etc.). 4.9. same as for 4.7. 4.13. delete 4.30. same as 4.1. 4.31. same as 4.1. 4.32. same as 4.1. 4.33. same as 4.1. 4.40. same as 4.1. 4.44. delete. 4.47. delete.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-4.				
05/16/97	Diana D. Steed	4.63 See comment above. Something I fear you will very quickly regret.		
05/16/97	Edward E. Grove Weigel County Schools	4.1. (& 2) - delete (2). Renewal/reevaluation only by college credit. 4.7. - 2 years of experience needs clarified (within county, within WV, etc.) 4.9. - same as for 4.7. 4.13. - delete. 4.30, 4.31, 4.32, 4.33, 4.40. - same as for 4.1. 4.44 - delete. 4.47 - delete.		

§126-136-5.

05/01/97	Boone County Kindergarten Academy Faculty Senate	5.2.2. What is considered untruthfulness, physical/mental defect as they relate to teaching? These are too vague and should be explained in more detail.		
05/06/97	Elizabeth Mow WVPE Executive Board	5.1.2. I strongly believe that "alter" consultation should be changed back to "in" consultation as stated in the original draft. Just a few members of the steering committee made the change to "alter" at the end of the day when most committee members had left.		
05/08/97	Ruthie Gee Buchannon-Upsur Middle School	5.2.2 Suspension, revocation and denial of license. IN QUESTION TO THE TERMS IMMORALITY & MORAL DEFECT, THESE TERMS ARE VALUE JUDGEMENTS, NOT MEASURABLE BY ANY SET OF STANDARDS IN THE FIELD OF EDUCATION. WE MUST USE ONLY MEASURABLE STANDARDS WIDELY ACCEPTED IN THE PROFESSION.		
05/09/97	Barbara Davis	126-136-9.5. Assignment of Professional Personnel (Special Education) Too many secondary special education students, especially those classified as learning disabled, are ill-served because the special education teacher is teaching content area subjects for which he or she is not certified. In many instances, this practice is understandable because no one in authority is requiring the regular educator to adhere to the modifications and adaptations written in the IEPs. The concept of Least Restrictive Environment will never be truly implemented if regular educators, with the blessings of special educators who can not or will not teach learning strategies, re-teach a specific concept, or remediate an identified area of deficiency, sign off on a form stating that they worked collaboratively to develop the content area curriculum. How can a special educator perform lab experiments without a science lab? How can he or she respond to content questions posed by students that are beyond the standard textbook response? How ethical or legal is it for a noncertified teacher to be teaching high school subjects for credit towards graduation without signifying on the IEP that the student will be given a modified diploma?		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
§126-136-4.				
05/14/97	Joseph F. Badgley	The "governance" of teacher education has got to be resolved. It cannot be kept "in the parking lot" forever.		
§126-136-6.				
05/16/97	Karen Larry WVDE	<p>5.1.1. says, "The education of professional educators in the state shall be under the general direction and control of the state board of education (W. V. Code §18A-3-1). State Code §18A-3-1 says, "(a) The education of professional educators in the state shall be under the general direction and control of the state board of education after consultation with the secretary of education and the arts, who shall represent the board of directors of the state college system and the board of trustees of the university of West Virginia system."</p> <p>The distinction between the policy and the code is not in <i>bold italic</i> print. Because one of the purposes of many institutions of higher education is to research, I believe it is appropriate to expect that colleges and universities providing programs in teacher preparation also conducting research in and know best practices regarding quality teacher preparation programs. Therefore, I believe it is important for state policy to recognize the important role the WV college and university systems play in teacher preparation programs. Open and honest lines of communication between the groups can only benefit the students of WV. It is my opinion that the wording of the law needs incorporated into the wording of this policy.</p>		
05/16/97	Nancy W. Davidson WV Professional Educators	The state board of education should have the major say in the awarding of licenses.		
§126-136-6.				
05/01/97	Kathy F. Finsley Ohio County Schools	6.1.1.d.e.: If the system of professional development activities in lieu of college credit is adopted, it is imperative that the responsibility for record keeping and submission be the educator's.		
05/06/97	Local School Improvement Council Williamson High Schools	We Object to Subsection 6.1.3d. "WAIVER REQUIREMENTS." We Oppose this. It is our feeling that anyone teaching in the West Virginia Public School System MUST have earned a teaching degree from an accredited college or university and <u>NOT</u> being able to teach by merely obtaining a "WAIVER" from the State Superintendent.		
05/06/97	Martha Dean	6.1.1. It is good to spell out responsibilities for the educator who is to be licensed. 6.1.2. Requiring the superintendent to approve all professional development for all employees is a huge paperwork task.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
05/12/97	Shannon Bennett	§126-136-6. 126.136.6.1.2.2b. There is too much responsibility given to the administrator to appropriately assign credits for hours. Administrators are very busy. They would have our county oversight for 380 professional Continuing Education Programs. Too, many staff would have to be hired to ensure accountability. Inconsistencies between counties would negate policy purpose assurances.		
05/15/97	East Hardy Middle Childhood School	6.1.2. It needs to be decided whose responsibility this belongs to. If it is the superintendent's job to notify the employee, then the wording should be "shall advise employed educators" and "shall notify employees." If it is the employee's responsibility, then it should read that licensure requirements are available from the superintendent.		

§126-136-7.

05/01/97	Kathy M. Kinsley Ohio County Schools	7.7. Suggest continuing the granting of permanent licenses but require additional staff development per year for all certified professionals as is required in other professions (e. Law, social work, medicine).		
05/06/97	Local School Improvement Council Williamson High Schools	We Object To 126-136-7.1. "Discontinuation of Permanent Licenses." Once an educator has been granted his or her licenses and has met all prerequisites for permanent licensure, it should be upheld forever.		
05/06/97	Elizabeth Mow WVPE Executive Board	7.2.7. I question why "authorization when personnel have worked in positions for an extended time prior to the adoption of program standards" is eliminated in this proposed policy. I respect the desire to tighten standards, but it seems to me that local boards need to have some flexibility at their disposal.		
05/06/97	Roscoe Hale Marshall University	Support section 7.7.1. discontinuation of permanent licenses.		
05/06/97	Martha Dean	I think deleting permanent certification is good. It would require everyone to keep current.		
05/07/97	R. Jay Yeager Weizel County Schools	7.7. delete.		
05/09/97	Robert L. Harrison, Jr. WVDE	7.6. specialist degree, certificate of advanced graduate study, or master's plus 30.		
05/14/97	Jon D. Shriver Hundred High School	7.7. Delete.		

Date Received	Individual/ Organization	Comment	Action/ Typo	Rationale
\$126-1367.				
05/15/97	East Hardy Middle Childhood School	7.7. Obtaining permanent status is a goal to which teachers may strive to attain. Raising the years required (e.g. from 13 to 20 years) to obtain status seems a better option than eliminating it.		
05/15/97	Emily C. Meadows Raleigh County Schools	7.7.1. ".....will no longer be issued....." - word omitted. 7.7. What is the rationale for this? Is it a national trend? What about permanent certification for MA or MA+ (summer hours); renewals for those below this level??		
05/16/97	Karen Larry WVDE	Vocational License - This section says that a person who has acquired skills through wage-earning experience/training and who has been assessed as competent receives a Vocational License that is equivalent to the Professional License salary status. Using this same thought process then causes one to conclude that a person who has been employed as a teacher outside of the public schools--perhaps at the college level, or in a private school, or with a company as a trainer-but without a Professional License can therefore qualify for a special license that is equivalent in salary status to the Professional License. Is this done? 7.7.1. Effective July 1, 2000...specialization, will no longer be issued -- The word "be" needs added here.		
05/16/97	Nancy W. Davidson WV Professional Educators	There should be "authorization" when personnel have worked in a position for an extended period of time.		
05/16/97	Russ Mckeen & Jano Beckett Short Line School	7.7. delete.		
05/16/97	Carol E. Pultz Hampshire County Board of Ed.	7.7 We know that education including experience and training is taking on new meaning for the work of today and the future. We are telling our youth that learning will be a part of their life forever just as eating, paying taxes, and dying are. Therefore, I think our credentials need to reflect this. I agree that we should discontinue permanent licenses.		
05/16/97	Diana D. Steed	I am concerned about the Middle Childhood authorizations issued to teachers during the beginning years of middle school development. There are many teachers, good teachers, who hold these. I trust these will remain in effect.		
05/16/97	Edward E. Glove Wezel County Schools	7.7 - delete.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-8.				
05/05/97	Paul E. Barcus, Jr. Weizel County Schools	8.1. Please adopt as this will be a financial improvement for often budget-stretched school systems.		
05/06/97	Martha Dean	8.1. This provision will appropriately place the responsibility on the licensee to complete the required paperwork. <i>Good change!</i>		
05/07/97	R. Jay Yeager Weizel County Schools	8.1. Please adopt as this will be a financial improvement for often budget-stretched school systems.		
05/14/97	Jon D. Shriver Hundred High School	8.1. If adopted, this will be a financial improvement for budget-stretched school systems.		
05/15/97	Emily C. Meadows Raleigh County Schools	8.1. Thank you for restituting back dating on licenses! While it is not a huge problem for our county, it is important to put some responsibility on teachers. Many have the "When I get around to it," attitude. I'm running out of "round tuts"! "		
05/16/97	Russ McKeen & Jane Bockett	8.1. Please adopt as this will be a financial improvement for often budget-stretched school system.		
05/16/97	Bruce A. Kolsun, Principal Homestead Elementary	An educational specialist degree needs to be added to the advanced salary classification.		
05/16/97	Carol E. Fultz Hampshire County Board of Ed.	8.1. I recommend that this be approved. It is fiscally sound to begin the advanced pay at the time the applicant applies and is eligible. If the applicant is eligible and does not apply, the count Board should not have to pay retroactive.		
05/16/97	Edward E. Glove Weizel County Schools	8.1. Please adopt as this will be a financial improvement for often budget-stretched school systems.		
§126-136-9.				
05/01/97	Kathy M. Finsley Ohio County Schools	9.1, 9.5, 9.7. Discontinuing the practice of allowing educators to teach one grade level above or below the grades reflected on their license will have a dramatic effect in the areas of kindergarten, middle and high schools. Data needs to be collected before any of the above-referenced sections are implemented to determine the effect on counties. The Special Education requirements, in particular may result in students being "included" in order to be in compliance with the licensure requirement proposed.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-9.				
05/05/97	Paul E. Barcus, Jr. Wetzel County Schools	<p>9.1. delete. Many skilled educators have 10-20 years of teaching experience in one grade below or above that on their certificates and these individuals would be far more capable and knowledgeable than the beginning teacher who happens to have a certain grade level indicated on a piece of paper. Also, many of the experienced teachers graduated before kindergarten was mandated in WV and thus there were no K-12 specializations, only 1-12 specializations. This one component would affect at least 15 educators in Wetzel County and numerous students.</p> <p>9.3. delete. Counties would not be able to obtain the necessary number of certified and willing home instructors for all incidents.</p> <p>9.4. delete. This is an unreasonable demand due to lack of certified individuals to meet the demands of such a requirement.</p> <p>9.5. delete: unreasonable and unmanageable.</p> <p>9.7. delete. Counties/schools need flexibility in such areas and such an educator might actually be more qualified than a teacher with a more specific certification.</p>		
05/05/97	Lisa Wright Jackson County Schools	<p>9.5. The requirement for special education teachers delivering content area instruction in a separate class setting at the secondary level to hold an endorsement in the content area(s) exceeds reasonable expectation. The majority of special education separate classes at the high school level which include either MI or SLD students are taught on a lower level commensurate with the ability and achievement of those students. (High school students performing at or near grade level, with or without modifications, are included in the regular classroom.) Most special education teachers who hold an endorsement in an area of specialization are also certified in either elementary or K-8 multi-subject. This should be sufficient for the level of instruction provided. Requiring a secondary MI teacher to also be certified in Math and/or English, and possibly other content areas is excessive.</p>		
05/06/97	Elizabeth Mow WVPE Executive Board	<p>9.1. and 9.7. would have an enormous impact on the staffing of Middle Schools around the state. Veteran teachers will strongly object to going back to school to fulfill this requirement.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
05/06/97	Martha Dean	<p>§126-136-9.</p> <p>9.1. delete. Many skilled educators have 10-20 years of teaching experience in one grade below or above that on their certificates and these individuals would be far more capable and knowledgeable than the beginning teacher who happens to have certain grade level indicated on a piece of paper. Also, many of the experienced teachers graduated before kindergarten was mandated in WV and thus there were no K-12 specializations, only 1-12 specializations. This one component would affect at least 15 educators in Wetzel County and numerous students.</p> <p>9.3. delete. Counties would not be able to obtain the necessary number of certified and willing home instructors for all incidents.</p> <p>9.4. delete. This is an unreasonable demand due to a lack of certified individuals to meet the demands of such a requirement.</p> <p>9.5. delete. Unreasonable and unmanageable.</p> <p>9.6. delete. We should be able to provide certified teachers or drop the courses. Four years of dance is ridiculous and was added to 2510 without the opportunity for public input, review, or comment.</p> <p>9.7. delete. Counties/schools need flexibility in such areas and such an educator might actually be more qualified than a teacher with a more specific certification.</p>		
05/06/97	Local School Improvement Council Williamson High Schools	<p>We object to 126-136-9.1 Any educator who is certified and employed as a teacher in West Virginia Public Schools should maintain their certification and all presently existing job related rights and privileges and <u>not</u> be subject to a new within relating to specialized field requirements the system chooses to force upon the educator. If such specialized fields are required of new teachers coming into the field, they should be made known at the university level as a condition for graduation. Teachers presently employed should be <u>GRANDFATHERED IN</u>.</p> <p>126-136-9.7. <u>We Object TO 126-136-9.7 Regarding assignments of Elementary or Multi-subject Teachers.</u> Many of our more senior teachers teaching in Middle Schools have state department certification to teach grades 1-8, K-8, etc. This certification grants that these teachers, many of whom teach 7th and 8th grades, can no longer teach these subjects. THIS IS as outrageous as any EX POST FACTO LAW. Those currently holding K-8, 1-8 certification and teaching in middle schools should be <u>Grandfathered In</u>. Any changes should take place at the university level of a new teacher's training.</p>		
05/06/97	RESA II	<p>Could you give examples of RESA personnel providing services to counties holding the same licensure required for an educator by a board of education.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
05/07/97	R. Jay Yeager Wetzel County Schools	<p>9.1. delete. Many skilled educators have 10-20 years of teaching experience in one grade below or above that their certificates and those individuals would be far more capable and knowledgeable than the beginning teacher who happens to have a certain grade level indicated on a piece of paper. Also, many of the experienced teachers graduated before kindergarten was mandated in WV and thus there were no K-12 specializations, only 1-12 specializations. This one component would affect at least 15 educators in Wetzel County and numerous students.</p> <p>9.3. delete. Counties would not be able to obtain the necessary number of certified and willing home instructors for all incidents.</p> <p>9.4. delete. This is an unreasonable demand due to a lack of certified individuals to meet the demands of such a requirement.</p> <p>9.5. delete, unreasonable and unmanageable.</p> <p>9.7. delete. Counties/schools need flexibility in such areas and such an educator might actually be more qualified than a teacher with a more specific certification.</p>		
05/08/97	Ruthie Gee Buckhannon-Dpsnar Middle School	<p>9.1. Educator. PLEASE OMIT THE LAST TWO SENTENCES - THIS IS DISCRIMINATORY TO THOSE EXCELLENT EDUCATORS WHO TOOK THE WEST VIRGINIA STATE DEPARTMENT OF EDUCATION'S PREVIOUS POLICY AS A CONTRACT UPON THE PUBLICATION OF THE SAME. THIS IS A PRIME EXAMPLE OF EX POST FACTO, WHICH IS UNLAWFUL.</p> <p>9.7. Assignment of Elementary or Multisubject Teachers. THE LICENSURE OF MANY TEACHERS IN WEST VIRGINIA IS K-8, 1-8, ETC. WAS A CONTRACT BY THE WEST VIRGINIA STATE DEPARTMENT OF EDUCATION, WHICH THE STATE DEPARTMENT OF EDUCATION IS NOW DECLARING TO BE NULL AND VOID. ANOTHER EXAMPLE OF THE EX POST FACTO, WHICH IS UNLAWFUL.</p> <p>It is widely believed by educators on the front lines in the classroom that sections 9.1 and 9.7 are an attempt promoted by higher education to expand the coffers of the universities to enroll and impoverish many of our fine and outstanding educators in the state of West Virginia. Should you wisely decide to grandfather ALL of the educators in the state who have their appropriate credentials, and begin the new requirements ONLY with those educators who are beginning their studies in the colleges and universities in the field of education, I believe that this would be widely accepted. The proposed policy change of eliminating the "one up or one down" accepted policy of the West Virginia State Department of Education will indeed rob and impoverish our students in our schools, as many fine and outstanding educators will leave the classroom for areas with better appreciation of the job accomplished as opposed to what is mistakenly believed by a few to "improve education."</p>		

\$126-136-9.

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
05/09/97	Special Education Teacher Raleigh County BOE	<p style="text-align: center;">§126-136-9.</p> <p>I would like to comment on Section 9.5. of Policy 5202 in reference to Special Education teachers. Being a special educator for almost twenty-eight years I am appalled by this proposal. Special educators must go through very rigorous programs in order to become licensed to begin with and also complete a practicum in each area of special education for which they are certified. Does this not qualify special education teachers to teach? Most special education teachers are hard working individuals who are dedicated to their jobs. These proposals appear to punish those teachers who wish to teach special education students. Certification requirements for special education teachers should not be geared to penalize special educators. All teachers of special education have worked on establishing a curriculum for content areas in which they teach. All special education teachers are now working collaboratively with teachers in content areas. This should suffice.</p> <p>After dedicating my years of service to students of different exceptionalities I find this proposal very heartbreaking. In a state which is already far behind many others in regard to educational goals this would be an absolute disaster. Please reconsider this proposal.</p>		
05/12/97	Mark Dunaway	<p>9.1. Educator - I object to the new policy that states, "no professional personnel will be allowed to teach one grade level above or below the grade levels reflected on their license." I have taught the last twenty years in a school that contains grades 6 to 9. All that time, I have been told not to worry about being able to teach one grade level below or above my license. Now, you plan to change the rules for us older teachers, which is not right. I think that all present license holders should be grandfathered". If this planned policy change takes effect, then the state should pay for all retraining.</p>		
05/12/97	Warren Fagan	<p>Let teachers teach a grade above and below what their license says.</p>		
05/12/97	Jennifer Kuhn Independence Jr. High School	<p>I am completing my 14th year of teaching learning disabled and mentally impaired students. I hold a master's degree in elementary education and certifications for business education 7-12, and mentally impaired mild/moderate K-12. My salary classification is MA+45. I would be very pleased if the recommended +60 would pass as I have a MA+60+.</p> <p>I have made every effort to stay current and to serve my students through the least restrictive environment. At IJHS we encourage all students to obtain the goal of instruction in the regular education program. Special education students receive instruction by highly qualified staff working collaboratively to ensure that these students receive a curriculum that meets current requirements.</p> <p>Obviously the state of WV considered me qualified to instruct learning disabled and mentally impaired students at the secondary level. If not, the state of WV would have never issued me a teaching certificate recognizing my certifications. Please explain to me how I now could be considered not to have the necessary knowledge and skills to meet the responsibilities of my professional assignments in instruction.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
\$126-136-9.				
05/12/97 Carolyn Turner Independence Jr. High School		I have taught Special Education (Ed. M) students for 12 years. I have Masters Degree+80+. I have taught mostly Science and Math and feel very qualified to do so. I was most recently chosen to participate in Project CATS for science and have taken Op. Chem., Op. Physics I, II, Gen. Science, GEMS classes. I have worked very hard to stay current and deliver the best program I could, all done by the WV State Science Framework and collaborated with Fran Sturgill, Science Teacher. I would feel robbed of my professional status if I were forced to become a glorified tutor. It worked so much better for the child to have 2-3 years of remediation in study and coping skills - then go to regular education classes to experience success.		
05/12/97 Ruth Smith		I hold a teaching certificate in Social Studies grades 7-12. I am currently teaching Sixth grade Social Studies under the present contract of "one up or one down". If policy 5202 becomes law, I will not have a teaching job after July 1, 1999. I have taught in this position for eight years. I feel that my years teaching sixth grade have helped me more than taking many classes. My certification in Social Studies has helped me with my knowledge of the subject area. I DO teach in a school that is divided into department areas. If Policy 5202 section 9.1 is passed, I feel that many middle schools in West Virginia will be affected, and our students in particular. If this section of the policy passes, many dedicated teacher will be without a job. Is its any way to treat dedicated and experienced teachers. I do believe, however, that 9.1 could apply to new prospective teachers entering training at our colleges and universities, but that the teachers currently in the field MUST be GRANDFATHERED into the Policy. BY ACCEPTING TEACHERS UNDER THE POLICY OF "ONE UP, ONE DOWN", YOU HAVE A CONTRACT, AND USING EX POST FACTO IN A CONTRACT IS UNLAWFUL.		
05/14/97 E. R. Davis, Principal Park Jr. High School		Items 1 and 3 under this section would create undue hardship on staffing our school. I feel these should not be adopted.		
05/14/97 MaryAnn Bezman		Number three (must have content area) seems very unreasonable. I have Liberal Arts background and it serves me very well with diverse subjects. But, other special education people have been trained to serve and find the best means for these students to learn. The burden of making people go back to get more is unreal and a burden. We already have the most paper work and time constraints of many teachers. Please, please, please reconsider these hard changes.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
\$126-136-9.				
05/14/97	Jon D. Shriver Hundred High School	<p>9.1. Omit. Many skilled educators have 10-20 years of teaching experience in one grade below or above that on their certificates and these individuals would be far more capable and knowledgeable than the beginning teacher who happens to have a certain grade level indicated on a piece of paper. Also, many of the experienced teachers graduated before kindergarten was mandated in West Virginia and thus there were no K-12 specializations, only 1-12 specializations. This one component would affect at least 15 educators in Wetzel County and numerous students.</p> <p>9.3. Omit. Counties would be able to obtain the necessary number of certified and willing home instructors for all incidents.</p> <p>9.4. Omit. This is an unreasonable demand due to a lack of certified individuals to meet the demands of such a requirement.</p> <p>9.5. Omit. Unreasonable and unmanageable.</p> <p>9.7. Omit. Counties/Schools need flexibility in such areas and such an educator might actually be more qualified than a teacher with a more specific certification.</p>		
05/14/97	Roy E. Pault & Matthew Kittle Vice Principals Buckhannon-Upsbur Middle School	<p>9.7. Regarding professional personnel licensed K-8 multi-subject. This section indicates personnel licensed for elementary education or multi-subjects may not be assigned to a new position in a departmentalized setting in 7th or 8th grade. This action would seriously jeopardize the flexibility of middle schools to employ applicants that would be most conducive to the middle school concept. Middle schools certainly stand apart from elementary and secondary, thus requiring a unique mixture of teachers certified in elementary, secondary, or especially K-8 multi-subjects. Please consider removing section 9.7. due to its detrimental impact on middle schools.</p>		
05/15/97	Emily C. Meadows Raleigh County Schools	<p>9.1. & 9.7. This certainly simplify decisions from an administrative perspective. I'm not sure it's necessarily fair to a person so-assigned. Why are 9.1. & 9.7. being viewed differently? That is, up or down grade level will be totally banned, but only now assignments affected by the departmentalized work. What would be the difference in the quality of teaching if a self-contained teacher taught music once per day and departmentalized teacher taught it seven times per day? Perhaps the department teacher would do a better job - he/she does it more; practice makes perfect.</p> <p>9.5. <u>Very concerned.</u> This could over burden regular classrooms with the increased numbers as well as tax time to collaborate with special education teacher. We do have special education teachers who started with a Bachelor's degree in a non-education area, returned to school and recored special education certification. What can these people teach? What about P.E. or Social Studies - certified person who added special education & is assigned to elementary setting? What can they teach? We must retain our teachers to do this.</p> <p>9.9. <u>GOOD</u> - RESA - hired persons should have to meet same requirements.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
05/15/97	Donna L. Porterfield	<p>Although there are some good proposals in policy 5202, there are several things with which I disagree including eliminating the master's degree exemption for the Pre-Professional Skills Tests (This says "Pre" Professional. It would seem a master would already be a professional), the continued revalidation every three years for a teacher with a bachelor's degree and every five years for the teacher with a master's degree, the exemption of the master's plus thirty for revalidation purposes, and the proposed way of assigning special education teachers to jobs. However, I am sure all of these changes will make the graduate colleges very happy as the changes will force teachers to lay out more and more of their time and salaries in order to keep their jobs. I have been going to college ever since I graduated from college eighteen years ago at the age of twenty-nine, and it always seems their is another reason that I must continue to take classes. I now have a master's degree plus sixty plus (that's an average of a little over five college credit hours per year since graduation from college) and am presently back on a permit just like I started out trying to take classes and work at the same time (which is burdensome to my teaching performance) in order to keep my job. This time I was transferred (two years ago) due to reduction in force because of decreasing enrollment and placed back in special education on a Casey Placement. I have a degree in learning disabilities K-12, but the job was on LD/MI job. When I pointed this out, I was told, much like I hear teachers now being told in policy 5202, it's okay if you don't have the extra endorsement (or in 5202 content area). You can "collaborate" with a teacher in the building who does and still teach MI students. You don't even have to go on a permit. Then last October I was told to get on a permit and start taking classes or my job would cease to be mine. I am afraid I hear the same old echos of collaboration in policy 5202. I hold a secondary degree in health, physical education, and public speaking, a middle school endorsement, a licensure in LD K-12 and am working on the MI endorsement. I am teaching in an elementary school. I took the National Teacher's Examination in elementary education which was required to get my original special education degree, however, my license does not state "elementary education." So suddenly I will no longer be considered qualified to teach elementary students, and the areas I am certified to teach on the secondary level are not subject areas taught through special education. As policy 5202 now reads I would never be able to be "assigned to a new position" in special education during my teaching career (which often becomes a necessity as special education enrollments within schools increase and decrease), and it looks like I will have to spend even more time outside the job to document collaboration as well as taking more time from my students on the job in order to collaborate with the regular education teachers even more than I already do, that is until someone with a double licensure comes along and wants the job for which I am no longer qualified or until the state department decides "collaboration" is not really good enough after all and says take more classes or wave good-bye.</p>		

\$126-136-9.

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
05/15/97	Donna L. Porterfield	<p>I guess what I really object to most in all areas of 5202 is the switching of policy in midstream. I have done everything I have been told to do over the years for my job, and more, to make myself the best teacher I could be. I have spent more time off the job working for the job than people in many other professions spend actually working on the job. I have sacrificed time with my family and attention to their needs, I have gone without sleep and continue to do so, I have worked and attended classes when I was so ill I could barely stand up, and for what?.. only to be no longer qualified for my job. What is next? Will we eventually wait until senior year and tell the graduates the requirements are being changed immediately and they will have to stick around three or four more years to earn the extra credits? Or, will I we tell a doctor of family medicine that he cannot no longer treat babies because he has not specialized in the content area of pediatrics? Changing horses in the middle of the stream for professional educators is just as absurd. If policy needs to be changed, it should never be done in such a way as to adversely affect those of us who have given our all over the years to our professions but should be brought on gradually and implemented with enough time for new teachers entering the field to understand the new requirements and to educate themselves in undergraduate and early graduate classes in such a way as to meet those requirements.</p>		
05/15/97	Earla Powell, Teacher Preston County Schools	<p>9.5. Special education personnel who hold a degree in education are qualified to deliver instruction in any content area without collaboratively developing the curriculum with the regular classroom teacher. Education personnel who hold an undergraduate degree in education are taught various teaching methods in required course work. The courses required for special education also have specific methods to use with students who need special education help. The special education classes also have methods to use to present academic course work to the students. West Virginia teachers also have a copy of the goals and objectives required in academic classes. In order to be certified for special education personnel are required to pass certification tests. Secondary educators are also required to pass multi-subject examination required of elementary educators. The multi-subject examination validates the secondary educators knowledge of the core academic courses. Special education personnel who are currently certified should receive a grandfather clause if this policy is adopted.</p>		

\$126-136-9.

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-9.				
05/16/97	Karen Larry WVDE	<p>9.3. Home/Hospital Instruction - Has the requirement that the home/hospital teacher "must hold a teaching license with an endorsement appropriate to the grade level of instruction" been in place previously? Policy 2419 speaks of this teacher following the instructions of the classroom teacher. Is this practice being replaced with one that requires grade level licensure? What about content? If the grade level is important would not the content also be important?</p> <p>9.6. Curriculum Enrichment - I am unsure of the meaning of this paragraph. The confusing elements are "curriculum enrichment on a part-time or temporary basis in highly specialized areas" and "such personnel do not replace a licensed educator." If, for example, an individual who has taught dance for a period of time in the community is hired to provide dance instruction at the local high school and a licensed educator in the field of social studies says he/she wants the dance position, who is the person hired - the dance instructor who knows dance instruction or the certified teacher who knows another, but unrelated content? And what is "temporary"?</p>		
05/16/97	Nancy W. Davidson	<p>Teachers already teaching should be allowed to continue. Subject specialization should be considered when hiring new teachers for the position.</p>		
05/16/97	Russ McKeen & Jane Beckett Short Line School	<p>9.1. delete. Many skilled educators have 10-20 years of teaching experience in one grade below or above than on their certificates and these individuals would be far more capable and knowledgeable than the beginning teacher who happens to have a certain grade level indicated on a piece of paper. Also, many of the experience teachers graduated before Kindergarten was mandated in WV and thus there were no K-12 specializations, only 1-12 specializations. This one component would affect at least 15 educators in Wetzel County and numerous students.</p> <p>9.3. delete. Counties would not be able to obtain the necessary number of certified and willing home instructors for all incidents.</p> <p>9.4. delete. This is an unreasonable demand due to a lack of certified individuals to meet the demands of such a requirement.</p> <p>9.5. delete. unreasonable and unmanageable.</p> <p>9.7. delete. Counties/schools need flexibility in such areas and such an educator might actually be more qualified than a teacher with a more specific certification.</p>		
05/16/97	Carol E. Fultz Hampshire County Board of Ed.	<p>9.1 I believe that this recommendation should not be approved. Teachers whose certificates indicate 7 to 12 certification or K to 8 can teach one grade level or above the grade levels reflected in the credential. This works and should be continued.</p> <p>9.5 I believe this recommendation should not be approved. This appears to be a move to require current employees to pay out money and give time to get the required hours to complete work they are already doing well. No benefit would accrue to students or secondary systems. Only the post-secondary institution will benefit.</p>		

Date Received	Individual Organization	Comment	Action/Type	Rationale
§126-136-9.				
05/16/97	Nellis Elementary	9.7 What if your degree is Multi-subject K-8? Doesn't that mean we are certified to teach any subject up to the 8th grade? If not why do colleges offer the Multi-subject K-8 degree?		
05/16/97	Diana D. Steed	Words cannot express how upset I am at this section. This will totally destroy middle schools. 9.1. You are saying to a teacher, "slay where you are, because if you move, even if you have a Master's degree + 45, you may lose your job. 9.3 Are there enough teachers available to be able to hold to this requirement. Will you have to employ 6 teachers to service one child? 9.7 Is totally unrealistic and is not necessarily improving instruction. How about the accelerated student? The slower student? How about the teacher who has very successfully adapted to the early adolescent even though certification might be 7 - 12 or K - 8. You are judging good teaching by a piece of paper, not performance. If teachers are not being effective, then get rid of the teacher, don't penalize good teachers.		
05/16/97	Edward E. Glove Welzel County Schools	9.1 - delete. Many skilled educators have 10-20 years of teaching experience in one grade below or above that on their certificates and these individuals would be far more capable and knowledgeable than the beginning teacher who happens to have a certain grade level indicated on a piece of paper. Also, many of the experienced teachers graduated before kindergarten was mandated in WV and thus there were no K-12 specializations, only 1-12 specializations. This one component would affect at least 15 educators in Welzel County and numerous students. 9.3 - delete. Counties would not be able to obtain the necessary number of certified and willing home instructors for all incidents. 9.4 - delete. This is an unreasonable demand due to a lack of certified individuals to meet the demands of such a requirement. 9.5 - delete; unreasonable and unmanageable. 9.7 - delete. Counties/schools need flexibility in such areas and such educator might actually be more qualified than a teacher with a more specific certification.		
05/16/97	Kathy Knigton WVDE	9.1. Speech-language pathologists and audiologists work with pre-school population. Their certification specializations reflect K-12 in which case serving preschool would create a violation of the policy. Their pre-service program should include preparation for all population w/regard to providing speech and language services. Speech pathologists work w/preschools in county school districts - conducting evaluations and implementing IEPs. Not allowing speech pathologists to work with preschool because their specialization reflects K-12 would result in denial of services to this preschool population and create major problems w/IEP implementation - counties would then be in violation of IDEA (federal regs) and Policy 2419 (state). Could result in loss of federal funding.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
\$126-136-10.				
05/15/97	Emily C. Meadows Raleigh County Schools	These guidelines are clear and fair.		
\$126-136-11.				
05/05/97	Paul E. Barcus, Jr. Wetzel County Schools	11.1. Keep only if the state legislature will adequately fund such a provision. There are often not sufficient funds to adequately reimburse continuing contract teachers.		
05/06/97	Martha Dean	11.1. Keep only if the state legislature will adequately fund such a provision. There are often not sufficient funds to adequately reimburse continuing contract teachers.		
05/07/97	R. Jay Yeager Wetzel County Schools	11.1. Keep only if the state legislature will adequately fund such a provision. There are often not sufficient funds to adequately reimburse continuing contract teachers.		
05/09/97	Joe Painter Roane County Schools	Good idea to let probationary people have reimbursement. I never could understand continuing contract people only getting funds.		
05/14/97	Jon D. Shriver Hundred High School	11.1. Retain only if the state legislature will adequately fund such a provision. There are often insufficient funds to adequately reimburse continuing contract teachers.		
05/15/97	Emily C. Meadows Raleigh County Schools	Reimbursement for Continuing Contracts only. One of the costs of employment is training. With limited dollars, direct at continuing only.		
05/16/97	Russ McKeen & Jane Bockett Short Line School	11.1. Keep only if the state legislature will adequately fund such a provision. There are often, not sufficient funds to adequately reimburse continuing contract teachers.		
05/16/97	Carol E. Fultz Hampshire County Board of Ed.	11.1 I recommend that this be approved. Beginning educators need financial assistance to get the course work to enable them to receive a first-class certificate.		
05/16/97	Nellis Elementary	11.1 Does this reimbursement apply for any graduate class for plus hours? Some teachers have applied for reimbursement but were turned down.		
05/16/97	Edward E. Glove Wetzel County Schools	11.1 Keep only if the state legislature will adequately fund such a provision. There are often not sufficient funds to adequately reimburse continuing contract teachers.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-12.				
05/01/97	Kathy M. Finley Ohio County Schools	12.2, 12.3, 12.7. Deciding what is related to the public school program may be very subjective and arbitrary. This proposal actually discourages educators from enrolling in rigorous academic programs (ie. MBA, law) as they make decisions regarding education beyond the bachelors level. Instead of allowing flexibility, this proposal is very short-sighted and narrow in focus. Diversity is one factor that influences excellence in a system. It should not be limited. 12.6. These concerns were provided in 126-136-4.		
05/05/97	Paul E. Baraus, Jr. Wetzel County Schools	12.6. delete. 12.8. "		
05/06/97	Elizabeth Mow WVPE Executive Board	12.8. I cannot see why teachers use activities that occur within the employment term for revalidation and/or advanced salary classification. This is double dipping! I can visualize the headlines should the news media find out!		
05/06/97	Roscoe Hale Marshall University	I worked with this committee but still have concerns about record keeping, quality control, maybe all that is needed is to use both graduate and undergraduate credit for renewal and plus hours with new distance learning techniques.		
05/06/97	Martha Bean	12.6. delete. This provision is cumbersome and ineffective. 12.8. delete. Who do you think has time to keep records?		
05/07/97	R. Jay Yeager Wetzel County Schools	12.6. delete. 12.8. "		
05/09/97	Joe Painter Roane County Schools	Approved professional development activities for renewal will require a great deal of book or record keeping. Prior approval of activities will be required. Who will give prior approval and who will keep records? Small county administrative are already strained to limit now. Course work must be related to teaching assignment - this is a very good idea.		
05/09/97	Robert L. Harrison, Jr. WVDE	12.3. Specialist Degree or Certificate of Advanced Graduate Study. Add this degree or certificate. All 13 WV Graduate Granting Institutions now award the Educational Specialist Degree. Virginia and other states recognize the certificate of Advance Graduate Study.		
05/12/97	Shannon Bennett	126.136.12.8.2, 3, 4, 5, 6, 7, 8, & 9. While these provisions demonstrate innovation and flexibility, the accountability issue is an inherent reality. Unless considerable provisions are made for extra staff to implement this program, it is very unrealistic with current staffing patterns. Colleges and universities are much better equipped. To account for advance training requirements. School systems need to be in the business of teaching children - not teachers. We cannot be everything to everyone.		

Date Received	Individual Organization	Comment	Action/Type	Rationale
05/14/97	Jon D. Shriver Hundred High School	12.6. Delete. 12.8. Delete.		
05/14/97	Thomas L. A. Engelman WVSD	There is more stuff in this wad, for those seeking insight, to read. My position is this, universities and colleges with teacher training curriculum have a self serving interest in preventing "alternative avenues to secure licensure to teach in our state". Simply, tuition helps keep those institutions afloat. Recognizing the fact that there are individual instances when more "teacher training" is absurd admits a fitness to what "teacher training" can accomplish and the revenue it can generate. Regulations are in place to maintain the monopoly the institutions have, not to insure quality educators.		
05/15/97	Emily C. Meadows Raleigh County Schools	12.6. I do not like the Professional Development Activities for Renewal and/or salary purposes. While the list is defined, I can envision persons trying to stretch those to the limits. (See comments under Sec. 4. 100.) If Professional Development Activities are inevitable, I would confine them to renewal only. This provision will be a voluminous, monstrous task to administer! We'll need lots of training!		
05/16/97	Bruce A. Kolsum, Principal Homestead Elementary	An educational specialist degree needs to be added to the advanced salary classification.		
05/16/97	Russ McKeen & Jane Beckett Short Line School	12.6. delete. 12.8. delete.		
05/16/97	Diana D. Steed	Are you going to enforce these? Or are teachers going to fudge and submit half-baked experiences, etc.. 12.8.6 is chaparral a trip, done on school time, for which the teacher is already being paid, and for which the tour company is paying teacher expenses plus stipend, going to be allowed? I'm not sure that is either fair nor the intent, to say nothing of being a double-dip.		
05/16/97	Edward E. Glove Wetzel County Schools	12.6. delete. 12.8. delete.		

S126-136-12

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-13.				
05/16/97	Edward E. Glove Wezel County Schools	13.3 Please keep; makes more sense at time of licensure than at employment.		
05/01/97	Kathy M. Finsley Ohio County Schools	13.2.1, 13.2.2. Education is probably the only profession where standards for entry into the profession are continually lowered. Even with a projected shortage in the next decade, students should not suffer the consequences of ill-prepared teachers who were not serious about their academic preparation. 13.3. This is a requirement that needs to be implemented in order to assure protection of the students. 13.4. A provision that needs to be added that the Principal Intern who holds a temporary certificate is deemed equal in qualifications to someone who holds the professional license but has yet to complete the field based experience.		
05/05/97	Paul E. Barous, Jr. Wezel County Schools	13.3. please keep; makes more sense at time of licensure than at employment.		
05/06/97	Roscoe Hale Marshall University	Oppose changing 2.5. GPA for college course work to 3.0 for last 50% this would weaken standards.		
05/06/97	Martha Dean	13.3. Good provision. However, could be improved by permitting employing county to do an additional one at time of employment.		
05/07/97	R. Jay Yeager Wezel County Schools	13.3. please keep; makes more sense at time of licensure than at employment.		
05/09/97	Joe Painter Roane County Schools	Many of these changes are very progressive but will require major shake-ups in current staff, and continues to reduce control of local Board of Education. Grade point average - good idea has flexibility.		
05/12/97	Shannon Bennett	126.136.13.3. I suggest that we be allowed to hire a teacher (pending successful background checks) as I understand that those have been quite difficult to speedily obtain and we may need to place a teacher before this check information is returned.		
05/14/97	Joseph F. Badgley WVU Parkersburg	Section 13.2.1. The provision to allow a 3.0 GPA in the last 50% of work attempted to replace the 2.5 GPA requirement would be a nightmare to administer. Where does the 50% end? - Student teaching? We strongly oppose their provision. It would be virtually impossible to administer.		
05/14/97	Jon D. Shriver Hundred High School	13.3. Please keep this; makes more sense at time of licensure than at employment.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-13				
05/15/97	Emily G. Meadows Raleigh County Schools	13.3. Background Check is an excellent idea. Presently, with companies using the state GLB for checks we get <u>limited</u> service. All records are either not recorded or not accessible through the GLB. I feel the cost would be borne by applicant - even if the background check as proposed here is not approved and it remains as is in 18-5-15(c)(4). I also feel that it should be FBI check instead of state GLB.		
05/16/97	Russ McKeen & Jane Beckett Short Line School	13.3. please keep. makes more sense at time of licensure than at employment.		
§126-136-14				
05/01/97	Kathy M. Emsley Ohio County Schools	14.2.1, 14.2.2, 14.3.1, 14.4.1, & 14.4.2. Regarding use of professional development activities in lieu of college credit, see comments under 126-136-4.		
05/05/97	Paul E. Barcus, Jr. Weizel County Schools	14.2. delete any option with professional development activities. 14.3.1. (b) delete. 14.4. same as for 14.2.		
05/06/97	Local School Improvement Council Williamson High Schools	We Object to this subsection. We feel that it is <u>unreasonable</u> to require educators with a Masters Degree and beyond to have to renew every 5 years.		
05/07/97	R. Jay Yeager Weizel County Schools	14.2. delete any options with professional development activities. 14.3.1(b). delete. 14.4. same as for 14.2.		
05/09/97	Joe Painter Roane County Schools	I do not like the option of in service hours for renewal. Graduate approved work insures quality. Too much flexibility given to teachers.		
05/14/97	Jon D. Shriver Hundred High School	14.2. Delete any option with professional development activities. 14.3.1 (b). Delete. 14.4. Same as 14.2.		
05/15/97	Emily G. Meadows Raleigh County Schools	14.1.3e. → If an individual can meet National Board of Certification, we should recognize it. 14.2. → I am leery of Professional Development Activities for renewal (reevaluation) I feel the renewal or reevaluation should be based on the 6 hr level (not 3 hr.) Whether it's college credit or Professional Development Activities.		
05/16/97	Nancy W. Davidson WV Professional Educators	Since most teachers continue their education - why eliminate the permanent certificate?		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-14.				
05/16/97	Russ McKeen & Jane Beckett Short Line School	14.2. delete any option with professional development activities. 14.3.1(b) delete. 14.4. same as for 14.2.		
05/16/97	Edward E. Glove Weigel County Schools	14.2. delete any option with professional development activities. 14.3.1(b) - delete. 14.4 - same as for 14.2.		

§126-136-15.				
05/06/97	Elizabeth Mow WVPE Executive Board	15.2.1.a. I think it's a good idea that a Pre-Professional Skills Test be required for revalidation of a Permit.		
05/15/97	Emily C. Meadows Raleigh County Schools	15.1.1. I like permits for any specialization recognized on a license. We occasionally have situations where a dually - certified person is not available and an individual is certified in one of the areas and is willing to take position and meet requirements. We have to secure an Out-of-Field because the area is not one of permit areas and this person is subjected to losing job every year! "25% or hrs. whichever is greater" is a fair way to assess minimum requirements. Under current policy, some areas don't require any hours in field (K-8 can get special education permit), some areas require 15 (math) or 18 (supervisor of instruction). 15.3. If a teacher is given an extension of a permit, the window (5-yr.) for completion should also be extended. This becomes an issue in low-incidence areas where employees have to travel out of town (even out of state) to get courses in very limited sequence. If the person misses one class, he/she has to wait through the rotation.		
05/16/97	Diana D. Steed	The use of permits has long been abused. It is indeed time to crack down.		
05/16/97	Kathy Knighton WVDE	15.3.2. a. Unavailability of course work - Would this include unavailability of graduate program? for SLP's? Where a limited number of students are admitted and/or a program is not available?		

§126-136-16.

05/16/97	Diana D. Steed	16.1.2 Good. Please do force those on permit to get certified.		
----------	----------------	----------------------------------------------------------------	--	--

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
<u>§126-136-17.</u>				
05/02/97	Kathy M. Emsley Ohio County Schools	17.1.1, 17.2. See 126-136-4 for comments regarding preferred development activities in lieu of college credits. 17.9. It should be noted that the holder of the certificate is equally qualified with the holder of the Provisional Professional Administrative License who has not completed the field-based experience.		
05/03/97	Paul E. Barcus, Jr. Wetzel County Schools	17.2. delete any option concerning professional development activities. 17.3.1.(b) delete.		
05/07/97	R. Jay Yeager Wetzel County Schools	17.2. delete any option concerning professional development activities. 17.3.1(b). delete.		
05/09/97	Joe Painter Roane County Schools	Three years teaching experience required for administrative licensure is a very good requirement. I don't think anyone should be in administration and not have taught.		
05/14/97	Jon D. Shriver Hundred High School	17.2. delete any option concerning professional development activities. 17.3.1. (b) delete.		
05/15/97	Emily C. Meadows Raleigh County Schools	17.1.1. The change in endorsements for adm. - Supt., Princ., Central Office Administrator is a move in the right direction. Under the current system, many adm. (myself included) cannot get a permanent certificate. As a director, I am not assigned to one of the areas on the Adm. Cert. - Supt., Princ., Supervisor, Voc. Adm. Consequently, I have not been assigned and completed the requisite 3 years in an area of the cert. being converted. I have been a director since 1983 and have a doctorate's degree in Ed. Adm. Please tell me what I have been doing the past 8 years as a personnel director. It is not an adm. position! I realize there is a proposal to elim. perm. cert. but I should be afforded (as all directors who qualify) the chance to have my cert. converted to permanent.		
05/16/97	Russ McKeen & Jane Beckett Short Line School	17.2. delete any option concerning professional development activities. 17.3.1(b) delete.		
05/16/97	Edward K. Glove Wetzel County Schools	17.2. delete any option concerning professional development activities. 17.3.1(b) - delete.		
<u>§126-136-20.</u>				
05/02/97	Kathy M. Emsley, Ohio County Schools	20.2.1, 20.2. See Comments for 126-136.4.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-23.				
05/01/97	Kathy M. Flinsley Ohio County Schools	23.1.3.(g) Strongly agree that Coaches should have to possess the high school diploma or GED and meet the other standards.		
05/02/97	Michael Zagarella Audiologist RESA VIII	23.1.3.(b) Audiologist License- requires CCC-A from ASHA. The state of WV licenses audiologists- this should be the requirement. ASHA certification has no requirements for continuing ed. - the state license does require cont. ed.		
05/06/97	RESA II	What kind of impact will this have on present audiological services?		
05/09/97	Joe Painter Roane County Schools	Permits issued in January good for 1-1/2 years - good idea. Out of state individuals must meet same criteria for licensure as in state residents - great idea.		
05/15/97	Emily C. Meadows Raleigh County Schools	23.1.3.(a) Wording is awkward under 'A.' I am a little shaky depending on the Alt. Ed. Auth. to maintain staffing Alt. Ed. Center. But, I feel better w/the lack of turn-over it has afforded us. We have not been challenged (yet) for relying on this. I do not feel a "carte blanche" approval (item d) is a wise move. These are difficult assignments and our biggest "failures" have been placements resulting from downsizing. (e) Coaching - keep HS diploma/GED requirement! (g) School Bus Official - should six hours in accounting reflect, at some point, Governmental Act?		

§126-136-24.

05/01/97	Kathy M. Flinsley Ohio County Schools	24.2.4, 24.2.6, 24.2.8. See Comments under 126-136-4.		
05/05/97	Paul E. Barcus, Jr. Weizel County Schools	24.2.4. delete professional development activities. 24.2.6. " 24.4. please keep		
05/06/97	Martha Bean	24.2.4. delete professional development activities. 24.2.6. delete professional development activities. 24.4. Excellent change! This places appropriate responsibility on the person who benefits from the advance salary classification.		
05/07/97	R. Jay Yeager Weizel County Schools	24.2.4. delete professional development activities. 24.2.6. " " " " 24.4. please keep.		
05/09/97	Joe Painter Roane County Schools	Dating of advanced salary classifications (three month limitation) - this is a good idea and will reduce individuals from using this as a back pay accumulation.		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
§126-136-24				
05/12/97	Shannon Bennett	Again, I do not believe counties will be able to provide any quality control over professional development activities primarily because they do not have staff to oversee competency measures. Were counties equipped with a full-time staff to monitor this, it might be a good idea. However, there are remaining considerations about consistency of standards between counties. Accountability is an issue. We should remain dependent upon the colleges to provide these assurances.		
05/14/97	Jon D. Shriver Hundred High School	24.2.4. delete professional development activities. 24.2.6. delete professional development activities. 24.4. please keep.		
05/15/97	Emily C. Meadows Raleigh County Schools	24.2.4. "Professional Development activities..." - Salary upgrades should be based on college work. At least we are all aware of requirements for college credit - even though we know quality isn't always equal. 24.4. Keep the dating of adv. salary classification.		
05/16/97	Bruce A. Kolsun, Principal Homestead Elementary	Some colleges and universities in the state offer an Educational Specialist Degree (Ed.S.) A Ed.S. needs to be included in the advanced salary classification.		
05/16/97	Russ McKeen & Jano Beckett Short Line School	24.2.4. delete professional development activities. 24.2.6. " 24.4. please keep.		
05/16/97	Edward E. Glove Wetzel County Schools	24.2.4. delete professional development activities. 24.2.6. delete professional development activities. 24.4. please keep.		
§126-136-25				
05/01/97	Kathy M. Flinsley	25.12. See Comments under 126-136-4.		
05/06/97	Martha Dean	25.14. This provision should be prospective only - meaning that the person who intends to use the hours must get them in advance of the training. Otherwise there can be no quality control.		
05/06/97	Robert D. Harman, Director Mineral County Head Start	25.12. Validity Period - I am in agreement that the holder of a Paraprofessional License should be required to have his/her license revalidated by completing additional course work. However, a section should be added that states the following: "A paraprofessional may apply for tuition reimbursement if he/she has a license which needs to be revalidated and has completed appropriate college course work for the revalidation of the license. He/she should apply for reimbursement no later than July 15 of the school year immediately following the school year in which the course was completed."		

\$126-136-26.

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
05/06/97	Roscoe Hale Marshall University	Oppose Language Arts 5-12 - would weaken and destroy speech Journalism. Oppose reading 5-12 - unnecessary, conflict with reading specialist.		
05/06/97	Martha Dean	26.3. I disagree that the majority must be classroom teachers. No group should have a majority.		
05/08/97	RESA II	What will be the make-up of the licensure Appeals Panel? What personnel will serve?		

APPENDIX A.

05/01/97	Kathy M. Finsley Ohio County Schools	Agree that occupational therapist and physical therapist should be deleted. This would be redundant licensure already controlled by state licensure boards in those areas. Also, be aware that the state of North Carolina was challenged by ASHA regarding minimum licensure for speech pathologists and lost.		
05/05/97	Lisa Wright Jackson County Schools	Clarification is needed in regard to new endorsements for mildly/moderately impaired and severely/profoundly impaired. Teachers of autistic students were previously certified under Behavior Disorders with Autism. Appendix A indicates that teachers who hold an endorsement in M/MO or S/PMI are also certified to teach autistic, behavior disorders, learning impaired, and orthopedically impaired. This listing of grade level options for special education specialization does not include separate endorsements for: Behavior Disorders, Specific Learning Disabilities, or Physically Handicapped/Orthopedically Impaired.		
05/05/97	Paul E. Barcus, Jr. Wetzel County Schools	Please keep the new Reading (Developmental/Remedial) specialization. Please keep the changes in special education specializations! Those changes are long overdue.		
05/06/97	Martha Dean	The new Reading (Developmental/Remedial) specialization at the Bachelor's level is appropriate. Current holders of multi-subject should be grandfathered. Also, this endorsement should require a minimum of hours beyond the K-8 multi-subject specialization. Removing K-8 multi-subjects is a mistake. Addition of speech assistant (bachelor's degree) is good. Change in special education endorsements to multi-categorical is excellent! West Virginia graduates have been at a disadvantage to Pennsylvania graduates for too long.		
05/07/97	R. Jay Yeager Wetzel County Schools	Please keep the new Reading (Developmental/Remedial) specialization. Please keep the changes in special education specializations! Those changes are long overdue.		

APPENDIX A.

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
05/09/97	Robert L. Harrison, Jr. WVDE	<p>English should read English Language Arts - to be consistent with National Standards for English Language Arts adopted by HRP and NGTE.</p> <p>Journalism should be changed to mass communications to include print and electronic media.</p> <p>Language Arts should read Communication Arts (English Language Arts, Mass Media, and Oral Communications).</p> <p>Reading (Developmental/Remedial)*</p> <p>New West Virginia undergraduate specialization Reading Specialist*</p> <p>Reading Specialist*</p> <p>*Requires Master's Degree - change to requires a graduate degree.</p> <p>Page 58</p> <p>*Requires Master's Degree - change to requires a graduate degree.</p>		
05/12/97	Mark Dunaway	<p>I would like to know what happened to the specialization of General Science for grades 7-12. I have attended training for Coordinated and Thematic Science. Will I be allowed to teach science? I hope you address the concerns of science teachers.</p>		
05/14/97	Jon D. Shriver Hundred High School	<p>Please keep the new Reading (Developmental/Remedial) specialization.</p> <p>Please keep the changes in special education specializations. These changes are long overdue.</p>		
05/14/97	Joseph L. Badgley WVU-Parkersburg	<p>We recommend that the certification pattern for languages (Spanish, French, Japanese etc.) be K-12 to correlate with current research on language development in children.</p>		
05/15/97	Emily C. Meadows Raleigh County Schools	<p>Put Lang. Arts endorsement in Policy!</p> <p>Resurrect Remedial Reading Specialization (separate Rom. and Dev. - they are not the same).</p> <p>Speech assistant Specialization is good option.</p> <p>Keep Adm. specializations w/ Central Office Adm. (see comments under Sec. 17).</p> <p>I am unclear about Specialization under Sp. Ed. - M/MO and Severe Profound both include Aut., B/D, M. How to distinguish?</p>		
05/16/97	Russ McKeen & Jane Beckett Short Line School	<p>Please keep the new Reading (Developmental/Remedial) specialization.</p> <p>Please keep the changes in special education specializations! These changes are long overdue.</p>		
05/16/97	Edward E. Glove Wetzel County Schools	<p>Please keep the new Reading (Developmental/Remedial) specialization.</p> <p>Please keep the changes in special education specializations! These changes are long overdue.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
APPENDIX A				
05/16/97	Kathy Knighton WVDE	<p>Grade level options for speech assistants, speech language pathologists and education audiologists should be changed to PreK-12. These individuals serve the preschool population.</p> <p>Preservice training programs should include preparation for working w/all populations - preschool is especially crucial in terms of identification and intervention of regard to speech and language and hearing problems. County districts would not be able to implement services according to IEP (see comments under 126-136-9) and would be in violation of federal and state regulations.</p>		

GENERAL COMMENTS

05/01/97	Boone County Kindergarten Academy Faculty Senate	<ul style="list-style-type: none"> ● Good ideas presented in this policy. ● Neat ways of getting advanced degrees. ● One of the best policies to date. 		
05/01/97	Kathy M. Flinsley Ohio County Schools	<p>Due to the sweeping changes proposed and ramifications to the counties, you are absolutely correct that as much input as possible should be obtained for the legislature and State Board in the next year. Please continue to keep us informed of revisions as we are interested in providing additional comments during the process.</p>		
05/01/97	George Keatley Assistant Superintendent Mercer County Public Schools	<p>POTENTIAL BENEFITS FOR PROPOSED POLICY #5202</p> <ol style="list-style-type: none"> 1. This would bring a more complete background check. (F.B.I) 2. Recognize individuals who got a Masters + 60 hours. 3. Probationary employees would have the opportunity for tuition waivers. 4. There would be created a new reading endorsement at the undergraduate level. <p>POTENTIAL PROBLEMS FOR PROPOSED POLICY #5202</p> <ol style="list-style-type: none"> 1. It would eliminate the exemption of MA+30 for revalidation purposes. 2. K-8 certified people would not be allowed in now assignments in departmentalized 7th and 8th after July 1, 1998. 3. This would eliminate the one grade up and one grade below certified waiver. 4. Permanent licenses should be discontinued in the year 2,000. This could mean fewer certified teachers. 		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
05/01/97	Debbie Lemmon WV Education Association	<p style="text-align: center;">GENERAL COMMENTS</p> <p>The WVEA has always supported high teacher standards, the ability of teachers to police their own profession, and the importance of appropriate certification for educators. The WVEA believes that a major revision of the teacher licensure, renewal, and salary classification policy was long overdue and we applaud the Board for embarking on such a major overhaul. While there are many changes contained within this policy that the WVEA strongly supports, we have great concern about putting a policy out on comment that is inconsistent with current law and dependent upon the passage of impending legislation.</p> <p>Let me begin by discussing just a few of the changes that the WVEA is excited about.</p> <ul style="list-style-type: none"> • The creation of the WV Board for Professional Teaching Standards. The WVEA has long advocated for a Board of practitioners to review standards for licensure and renewal. The WVEA believes this is a long overdue and important step in raising the standards of the profession and commends its inclusion in this policy. • Alternative renewal and salary classification options. The WVEA recognizes the value of conferences, seminars, professional development activities, as well as other items, in the development of quality educators. College courses, both graduate and undergraduate, will continue to be options but this policy makes other options available to the educator. • Masters plus 60 salary classification. This options rewards the educator who continues to grow professionally but may not want to limit their work to obtaining a doctorate. • Making sure that those people obtaining Administrative Certification have had at least 3 years of teaching experience rather than simply management level experience. The WVEA realizes that there are many qualified people in the workplace who might succeed as a superintendent or principal; however, there is no substitute for the valuable experience and insights that one can gain in the capacity of a classroom teacher. We must maintain high standards if we are to continue to ensure quality educators and education in WV. • A minimum of a high school diploma or GED for coaches who are not professional educators. Coaches spend an extreme amount of time working with students and often have a lasting impact on the students which they come in contact with. Requiring a high school diploma or GED in addition to the WYSSAG sanction course is not an undue burden on the citizens who wish to coach and who will be spending so much time with students. • The 2.5 overall GPA alternative. The 2.5 overall GPA for licensure is a good idea but many students who either took time to enjoy the college experience, changed majors, or drifted about undecided could never overcome a poor start to their college careers. This policy gives those students a second chance by allowing those who do not have a 2.5 overall GPA but have a 3.0 in the last 50% of their college coursework to still be licensed. After all, most of the coursework in the last 50% will be in their chosen major. 		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
GENERAL COMMENTS				
05/01/97	Debbie Lemmon WV Education Association	<ul style="list-style-type: none"> Increasing their requirements for the issuance of permits. This policy not only increases the requirements for obtaining permits in most areas, but it recognizes that all counties are not the same and expands the permits to all teaching and student support specializations. <p>These are just a few of the many changes that the WVEA is pleased to see in this policy. Hopefully, when these changes are implemented it will further increase the standards for our profession and the quality of education for our students. We believe that the quality of the West Virginia teachers is among the best in the nation and we should not only be proud, but continue to demand high standards for our profession. While the WVEA is pleased with the policy overall, we have concerns over the fact that this policy is out on comment right now and the State Board is fully aware that the legislative changes needed to implement this policy could not be achieved this session. Policy 5202 is not a document that you can take piecemeal and implement. It is a policy that must flow from one section to the next and individual sections cannot stand alone. The entire policy is interrelated and intertwined. The intent and integrity of the policy would be severely compromised if any part of this policy were to be implemented until legislative action can be taken. So that brings us to the second concern: What if the legislature would enact statutory changes that are not entirely consistent with what is currently in the policy or adversely impacts the intent of the policy? In other words, there is no guarantee that the legislative changes ultimately enacted are going to be the same ones that the Department is proposing. The stakeholders involved in the writing of the policy realized that many revisions were reliant upon legislative changes and that what the Legislature did ultimately affect what direction the committee went with the policy.</p> <p>The WVEA believes that the State Board is a bit ahead of itself by putting a policy like this out on comment at this time. Policy 5202 is truly the cornerstone of what ensures quality educators and quality education in our state. We would hope the state board would take no action on this policy, wait until the appropriate legislation is approved, recall the committee to make any adjustments in the policy, put the policy back out on comment and then approve it.</p> <p>The WVEA wants high quality standards and a world class educational system as much as anyone. However, rushing through a policy as important as 5202 without the legislative amendments is not a satisfactory way to achieve quality. In addition, it diminishes all the hard work that a committee of committed stakeholders did to revise this policy. Let's do the right thing and wait until the legislative changes are made, the committee is recalled to look at changes, and new comment period is added, and then approve policy 5202.</p>		
05/02/97	Michael Zagarella Audiologist RESA VIII	<p>There is no mention of Speech-Language Pathologists. The state of WV has a license for SLDs which requires a Master's Degree, supervised clinical practicum, postgraduate professional experience, and passage of a national examination (essentially the same requirements for a CCG from ASHA). PLUS it requires continuing education - which ASHA does not. SLDs should be included and WV State licensure should be required.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
GENERAL COMMENTS				
05/05/97	Lyn Guy Superintendent Monroe County Schools	<p>Overall, this policy seems like a Higher Education Jobs Act because of so many new requirements for hours to be certified. Higher Education will profit from the policy but local Boards will pay the price with fewer teachers to choose from and teachers will pay the price in many extra hours of college credit needed.</p> <p>One of my biggest concerns in 5202 is the elimination of flexibility in staff that we have now. For example, we have several teachers with 7-12 endorsements in one or two subject areas. By placing them in a middle school, they are able to serve students 6-8 and still have a job. Eliminating that flexibility will mean we will have to cut some of our more senior teachers.</p> <p>Newly assigned special education teachers who are required to be licensed in content area will be very difficult to come by. Does this mean that a teacher who has been working for 10 years who is on the transfer list and then applies for a job at the high school level must be certified in all the content areas or does it mean that only brand new teachers must be certified in these areas? Also, it concerns me that this will provide a tremendous hardship on Boards who must have flexibility in staffing to keep from exceeding funding limits.</p>		
05/05/97	Lyn Guy Superintendent Monroe County Schools	<p>The middle school is a tremendous concept but again, by not allowing K-8 individuals to teach departmentalized seventh and eighth is requiring these teachers to get additional course work when one of the greatest advantages is having these individuals on board because of the flexibility in staffing.</p> <p>In summary, both policies (5202 and 5500) eliminate flexibility at the local level. How does this coincide with the movement toward site based management? And as superintendent of a system in financial straits, loss of flexibility in staffing or in making decisions always means more dollars in deficit. I hope changes are made before the adoption of the policies.</p>		
05/05/97	Morgan County Schools	<p>If a teacher is currently assigned one grade level above or below their license, they should be allowed to continue in that position. Morgan County currently has one teacher in this situation. If her job performance were not acceptable it would be the responsibility of her principal to design an improvement plan to improve her performance. To say she is an effective teacher at present, but will no longer be effective after July 1, 1999 is irresponsible.</p> <p>Teachers licensed in elementary education or multi-subjects should not only be allowed to be assigned to a 7th/8th departmentalized setting, but should be encouraged to seek those positions in a Middle School. The Middle School philosophy is developed around the concept of the social/emotional needs of the students rather than the content specialization of the secondary school trained teacher. We need a mix of content specialist teachers and child-centered teachers to create effective Middle Schools.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
GENERAL COMMENTS				
05/06/97	RESA II	<p>BENEFITS</p> <p>Allows professional development activities as part of license renewal.</p> <p>More complete criminal background check (FBI).</p> <p>Proposes MA+60.</p> <p>Tuition waivers for probationary employees.</p> <p>Limits backdating of certificates to one year.</p> <p>Requires teaching experience rather than management experience for administrative certificate.</p> <p>Creates a new reading endorsement at undergraduate level.</p> <p>Creates new mildly/moderately impaired endorsement as well as severely/profoundly endorsement.</p> <p>Creates new OT, PT, school social worker, speech assistant, coordinated and thematic science, and central office administrator endorsement.</p> <p>PROBLEMS</p> <p>Permanent licenses discontinued in 2000.</p> <p>Eliminates the one grade up and one grade below certification waiver.</p> <p>K-8 certified people not allowed in new assignments in departmentalized 7th and 8th after 7/1/98.</p> <p>Newly assigned special education personnel after 7/1/99 must be licensed in content area or collaboratively develop curriculum.</p> <p>Provides RESA contracted service teachers to schools to hold same license as a county employee.</p> <p>Eliminates exemption of MA+30 for revalidation purposes.</p> <p>Requirements for most permits are increased to 25% of requirements.</p> <p>Creates the WV Board of Professional Teaching Standards.</p>		
05/06/97	Mingo County K-8 Teachers (26)	<p>We are writing to request a change in our professional teaching certificates. Due to the proposed amendments to Policy 5202 and Mingo Counties superintendent's job posting preference, the K-8 Multi-subjects certification has become worthless. In order to save time and litigation fees for all concerned, we are proposing that the Multi-subject license be changed to read: K-4 Elementary, 5-8 Math, 5-8 Science, 5-8 Social Science, 5-8 Language Arts.</p> <p>As you are aware, the multi-subject course of study was offered in preparation for the middle school concept. We were advised by two institutions, M U and Pikeville College, that the multi-subject certification would be the most coveted teaching degree for the middle school teaching environment. To be eligible for this certification, we had to complete a minimum of 12 hours (four classes) in Science, Mathematics, History/Civics, and Language Arts. We also invested seven hours in muscle health/physical fitness, and art classes in addition to scoring satisfactorily on the National Teacher's Exam.</p> <p>Since the State Board of Education has grandfathered teachers into programs in the past, we feel that this is a fair and reasonable request. Thank you for your time and consideration.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
GENERAL COMMENTS				
05/08/97	Ruthie Gee Lihrtarian Buchannon-Upsbur Middle School	<p>PREPAGE ENTITLED PROPOSED MAJOR AMENDMENTS TO POLICY 5202</p> <p>You will notice items 2, 3, 4, and 8 are EXCELLENT items, and need to be heavily promoted, particularly the third one, dealing with criminal background checks. Item 8, sections 1, 2, and 3 are objected to, as noted later in this document.</p> <p>Next to the last item, please insert the phrase <u>OR APPOINTED DESIGNEE</u> after the word <u>SUPERINTENDENT</u>.</p>		
05/12/97	Warren Fagan	<p>Teachers with a master's degree <u>should not</u> have to revalidate ever. Use more staff development.</p>		
05/12/97	Shannon Bennett Randolph County Schools	<p>The Professional Development Activities mentioned throughout the document broaden the spectrum of meaningful experiences educators can have to renew certificates and change classification areas as opposed to obtaining college credits. I did not see anywhere in the document where a cost analysis was done to determine how each county will pay for accountability needs. It would appear that if numbers of staff choose these activities in lieu of gaining college credits that the tasks of reviewing these and recording credits on the county level will be an enormous undertaking. Counties are not currently capable of such assessment and record keeping; they will not be in the future unless adequate State funds are available. To pass those sections of policy without addressing this issue will further complicate county operations and bring undo stresses on local finances. If the current methods for assessing professional development are working, I suggest they be continued. We need to be very careful of causing more financial problems for Counties.</p> <p>I appreciate the opportunity to express these viewpoints. I wish we did have more funding so we could ensure that this policy's provisions could be implemented in a thorough and accountable way. If living within our means causes us to have less, we may have to accept this. Counties cannot continue to operate schools with deficits. I am sure the SBE/State Board of Education will be supportive in this regard.</p>		
05/12/97	Susan M. Childers	<p>As a Physical and Health Educator for the past twenty years in West Virginia, I would like to be counted as one who supports the proposed amendment to Policy 5202--License of Professionals. I have never understood the existing policy that allows an elementary certified teacher with perhaps one, maybe two physical education classes to teach Physical Education full-time, yet as a certified Physical Educator, I am not permitted to teach an elementary class full-time. I really wouldn't want to, since I would not have the necessary professional preparation and I would not feel qualified to meet the student's needs and educational objectives. However, under the present policy, non-qualified personnel are able to teach physical education on a full-time basis without the proper preparation. As the nation's and W.V.'s health problems continue to rise, in part due to inactivity habits that are being formed at an early age, West Virginia needs to take action to insure that quality educators will establish and maintain quality Health and Physical Education programs to lead our students into a healthy millennium.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
05/14/97	Thomas L. A. Engelman WVSD	<p>The enclosed Charleston Gazette articles coupled with my personal situation have prompted me to write to you with the hope of giving you a different perspective on the issues of teacher training, teacher certification, and teacher placement.</p> <p>I have been a classroom teacher since 1976. From 1976 to 1985 I was a substitute teacher in the Hampshire County School system, grades 1-12, working in every school and most every classroom in Hampshire County during that time. I worked an average of 100 days a year.</p> <p>In 1985 I was employed full time by the West Virginia School for the Deaf to teach 7-12 grades science. 1997 is my eleventh year at WVSD.</p> <p>I have a Bachelor of Science degree in biology from the Virginia Military Institute (1967) and a Master of Science degree in deaf education from Western Maryland College (1987). I hold a permanent West Virginia professional teaching certificate with endorsements in biology/general science, grades 7-12, and deaf education, grades K-12. I recently applied for my masters +45 salary classification.</p> <p>Years ago when I made a decision to enter the teaching profession I was advised to take the National Teacher Examination. I took the exam three times. My scores for those exams are also enclosed. I would like especially for you to note that on the specialty area exam for education in the elementary school I scored in the 88 percentile.</p> <p>During the years I was a substitute teacher I always enjoyed most the times I was assigned to the 4, 5, 6th grade classrooms. Kids for the most part in those grades are eager to learn, still unaffected by extraneous social poses, and far enough along in their education to bring a body of personal knowledge to the tasks at hand. As the gentleman remarks in the 26 January 1997 Gazette article, the teacher's reward is "when over a kid says, 'I get it,' and they smile."</p> <p>For a few years I have been mulling over the idea of teaching fifth grade in the regular classroom. Currently my certification to teach grades K-6 is for deaf education. I sent my transcripts to Dr. Douglas Cooper, Chairman of Teacher Education, at Shepherd College for his evaluation of what requirements I would need to complete to get the certification endorsement to teach in the regular elementary school classroom. Enclosed is a copy of Dr. Cooper's reply.</p> <p>As you can see I am facing 18 hours, two semesters, of classroom instruction. Eighteen hours that will provide me with "the requisite knowledge base about elementary pedagogy" that in light of my elementary education NTE score I already comprehend fairly well. The classroom requirements will be followed by student teaching. I think it is safe to say that I will be engaged in meeting these requirements for the better part of one and one half years. I trust the absurdity of this is not lost on you.</p>		

GENERAL COMMENTS

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
GENERAL COMMENTS				
05/14/97	Thomas L. A. Engelman WVSD	<p>In another case, we have new neighbors. He recently retired from a twenty-year career as a United States Air Force Officer. This individual has a master of science degree in mechanical engineering, and stood a four-year assignment at the USAF Academy teaching in the mechanical engineering department. He received a commendation for his work at the academy. As teacher certification regulations currently stand in West Virginia he would be required to complete a long list of education courses, and then student teach, in a state university teacher training program before he could be recommended for certification. Being a sensible man, and, of course, having no trouble finding other suitable employment in his field, he as opted to forgo that ludicrous ordeal. What a terrible waste of the kind of knowledge and talent West Virginia School children deserve from their teachers. Essentially this gentleman and I, though our situations are different, are victims of the same inflexible application of West Virginia teacher certification regulations and process. I am fifty-one years old, in good physical mental and spiritual health. I love teaching, and I see no reason why I cannot continue to make a contribution to education for another twenty years. My dream is to have my career end taking fifth grade classes on the wonderful journey we call learning. Commitment is one thing, sensibility is another. I can make little sense of what will be gained for me to put my teaching life on hold while I go to be taught to understand and do something I already understand and do well, and can prove it. So I challenge you to consider the strict teacher training, teacher certification, and teacher placement regulations as they are written today. I challenge you to see and then understand that there are differences in what individuals bring to the teaching professions and that generic one size fits all regulations are limiting and counter productive. Thank you for your time.</p>		
05/15/97	Marcia H. Fisher Teacher East Hardy Early Middle School	<p>I do not agree with Policy 5202 and its requirement that teachers cannot reach permanent certification status. Please reconsider this Policy for those of us who are new in the teaching profession and look forward to stability with our jobs.</p>		
05/15/97	Nancy G. Hornbeck East Hardy Early Middle School	<p>I am not in favor of doing away with the Permanent Teaching Certificate. I did not graduate from college until 43 years of age. I have anxiously met the requirements for renewal of certificate according to the state law and I am anxiously looking forward to the day that the Permanent Certificate is placed into my hand. Upon receipt of this certificate I will continue G. E. classes to always improve my teaching ability. If for some reason the state decides to abolish the permanent certificate then the law should state effective with students beginning college and entering the teaching field beginning with the 1998 entrance or the 1998 College Catalog.</p>		
05/15/97	East Hardy Early Middle School	<p>Truthfully, this looks like a way to generate funds for higher education, rather than consideration for travel, monies, time, etc. for full-time teachers living in a rather isolated area of WV. It also appears to defeat the efforts of new teachers to get into the system. We will lose candidates because of so many rules that they have to abide by. This seems to be costly to the state and to the teacher.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
GENERAL COMMENTS				
05/15/97	Emily C. Meadows Raleigh County Schools	I comment Barbara Brazean for the volumes and volumes of work she has put in the re-write of this document. The stakeholders have put a lot of "sweet equity" into providing proposed revisions, but somebody had to put it all together. It appears that the consensus (or decision) of the committee was well represented in these writings - even when she may not have agreed with the specific issue.		
05/15/97	Mary Carter West Virginia State College	The recommendation of accepting a GPA of 3.0 in the last two years of course work as an alternative to the required overall GPA of 2.5 is questionable. It is not clear what constitutes the last two years of course work and how this may be interpreted across the state. This revision may invite some students to consider it an affirmation not be serious in their course work the first two years of study. This approach could result in a very weak knowledge base upon which these students build their learning. Thus, reducing the quality of teachers graduating from WV teacher education programs. This revision may be more appropriate for students who have been out of college for several years rather than for students who are continuing straight through a teacher education program. The recommendation for the creation of the WV Board for Professional Teaching Standards as the official licensing body seems appropriate. The fact that this body would be made up of practitioners allows teachers to have more say about what goes on in their profession. However, this board will only be as good as the amount of autonomy it is given. It does not seem to make much sense to create this board unless it is autonomous and can really perform the work it will be set up to do.		
05/15/97	Samuel Securo, Jr. West Virginia State College	<p>The most promising aspect of PR#5202 is that educational personnel would be given the autonomy to select professional development and revalidation opportunities beyond college credit courses.</p> <p>The least promising aspect of PR#5202 is that special education areas of service for autism, mentally impaired, learning impaired, behavior disorders and orthopedically impaired, are to be considered as a "whole". The perception or belief that these areas of exceptionally have enough in common, albeit mild to moderate and severe to profound, for appropriate program delivery is highly questionable. Also, it is unlikely that valid preservice teacher preparation could be efficiently provided for candidates to serve roles in these five areas, except in the most general sense.</p> <p>Another promising aspect of PR#5202 is that the potential exists for revitalizing the WV Board for Professional Teaching Standards, which remains as a legal entity in WV but with no status currently. This provision could be further complemented by adding authority to review and recommend standards for professional teaching programs.</p> <p>Another not so promising aspect is the alternative recommended for minimum GPA requirement for issuance of license (2.5). Allowing the 50% of GPA computation does several things: one of which is good (forgiveness) and several of which are not so good (devaluing of general ed. and pre-professional readiness, attracting minimally qualified individuals from other disciplines, and providing an inequitable alternative) which will create negative "press" from bona fide achievers in programs.</p>		

Date Received	Individual/ Organization	Comment	Action/ Type	Rationale
GENERAL COMMENTS				
05/15/97	Samuel Securo, Jr. West Virginia State College	<p>Forgiveness is worthy but it shouldn't be indiscriminately applied and some things can't be fixed overnight. Pre-conditions should be structured, i.e., only after a candidate's high school class has "graduated from college", or "admitted to that track only after successful completion of PPSI" or "hold a baccalaureate from an accredited institution." or "at the discretion of the college via structured review panels for eligibility." A related problem is that the point of "issuance of a license" is not the same as admission to program, which may (does) vary from institution to institution. The application of such computation can vary considerably across institutions, thus creating a strong likelihood of inequity. Discontinue or make optional the practice of two assessments for multi-subjects or Elementary (K-6) programs. With the advent of middle schools, the placements for elementary education are limited to K-5, with only grade 5 for the "5-6" option. NCATE, as well as national specialty organizations, requires extensive student teaching periods, rather than "performance assessments." It may suit some programs to require student teaching (assessment) at one grade or programmatic level (13-14 weeks) where candidates can get an in-depth experience. Splitting this period fractures the experience and does provide a shallow exposure and participation. Give an option to the teacher education program.</p> <p>With the emphasis being given to traditional academic subjects in the elementary core in the Goals and Objectives for WV Schools, the term "multi-subjects" is not as valid and accurate. The change from Multi-subjects to Elementary Education is an appropriate revision. But, I wonder about K-4 being accurately described as early childhood. Why not do PRE-K to 2 for early childhood and forget about K-4?</p> <p>What is too different about K-4 and K-6?</p>		
05/16/97	Kay Lee & Heidi Bradshaw John J. Cornwell Elementary	<p>Teachers should be able to get permanent certificates without the new deadline date. It doesn't give me enough time. Every 3-5 years is too frequent to have to renew. I think teachers with outstanding evaluations should be able to get permanent certificates after so many years service. (Heidi Bradshaw)</p> <p>A Professional Permanent Teaching Certification is earned just as any other certification and/or diploma, through training and coursework. Why should this honor and achievement of professional educators be denied? Revisions in requirements for this permanent certificate should be considered rather than completely abolishing licensure of permanent certification. A financial burden will be put upon teachers, principals and other educators to meet the new requirements.</p>		
05/16/97	Diana D. Steed	<p>Some of this has real merit, provided that the vehicle for MEANINGFUL AND SUBSTANTIVE continuing education credits are formed. Who will police this throughout the counties? Are we becoming too narrow in scope in some of our licensure? We may end up with a very closed academic experience for our students. Please, please reconsider the placement standards for middle school faculties. They spell death for a concept that is just now starting to bear fruit. Many teachers have worked tirelessly to bring about that fruit. You will lose many of them this way.</p>		

KEN HECHLER
Secretary of State

MARY P. RATLIFF
Deputy Secretary of State

JAN CASTO
Deputy Secretary of State

CATHERINE FREROTTE
Executive Assistant

Telephone: (304) 558-6000
Corporations: (304) 558-8000
FAX: (304) 558-0900



WILLIAM H. HARRINGTON
Chief of Staff

JUDY COOPER
Director, Administrative Law

PENNEY BARKER
Supervisor, Corporations

STATE OF WEST VIRGINIA
SECRETARY OF STATE
Building 1, Suite 157-K
1900 Kanawha Blvd., East
Charleston, WV 25305-0770

(Plus all the volunteer help we can get)

Barbara Brazeau
TO: VIRGINIA HARRIS

AGENCY: EDUCATION

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: August ¹⁹7, 1997

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

SEP 29 10 11 AM '97

FILED

THE ATTACHED RULE FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 136 TITLE: 126 EDUCATION

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: Mary Wiering

TITLE OF PERSON SIGNING: Secretary

DATE: 9-26-97

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.