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SECRETARY OF STATE

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ADMINISTRATIVE LAW DIVISION

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OFFICE 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

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §§18-1-1, 18-2-5, 18-4-2, 18-8-1, 18-10E-1, 18A-2-9, 18A-2-12, 18A-3-1, 18A-3-1a, 18A-3-2, 18A-3-2a, 18A-3-2b, 18A-3-3, 18A-3-3a, 18A-3A-3, 18A-3A-2d, 18A-3-6, 18A-3-7, 18A-3-10, 18A-4-1, 18A-4-2a, 18A-4-2b, 18A-4-3, 18A-4-4, 18A-4-8e and 18A-4-20

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

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 X NO _____

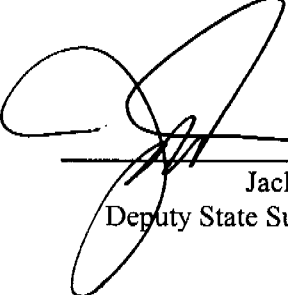
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 136

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

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

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE EFFECTIVE DATE OF THIS RULE IS August 14, 2006.



Jack McClanahan
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY
AND
Professional Development Brief
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY**

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

Background:

Revisions to Policy 5202 were needed to reflect recent changes in state legislation. Specifically, the Legislature amended W.Va. Code §18A-4-2b, by Senate Bill 783, to allow professional personnel employed in the public schools who hold a nationally recognized professional certification in speech-language pathology, audiology or counseling to receive reimbursement of expenses for fees incurred in the certification process as well as a \$2500 annual salary supplement. In addition, the Legislature amended W.Va. Code §18A-4-2a, by Senate Bill 783, to allow the reimbursement of expenses for teachers who complete the National Board for Professional Teaching Standards (NBPTS) certification in a timelier manner. Completion of the process is now defined as the completion of ten scorable entries, as verified by the NBPTS.

Changes are were also needed to incorporate into Policy 5202 language that outlines the requirements of a Paraprofessional Educational Interpreter, Technology Integration Specialist, Apprenticeship in Child Development Specialist (ACDS) and Temporary School Nurse Authorization. In view of the substantive changes to the current policy, Policy 5202 was placed on comment for a period of 30 days.

Impact:

The revisions to Policy 5202 reflect recent changes to W.Va. Code §18A-4-2a and W.Va. Code §18A-4-2b. Adding language that defines the completion of the NBPTS process allows educators to be reimbursed for fees and expenses in a timelier manner. In addition, professional educators who hold a recognized national certification in Speech-Language Pathology, Audiology or Counseling are now eligible for reimbursement of certification fees and a \$2,500 annual salary supplement. The addition of the authorization for a Technology Integration Specialist assures that educators serving in this capacity to remain current in technology integration through professional development. The addition of a Paraprofessional Educational Interpreter certification will provide a licensure tier to assure that personnel delivering interpreter services to deaf/hard of hearing students possess appropriated skills to provide quality services. The Apprenticeship in Child Development Specialist (ACDS) authorization enables teachers to provide instruction to students that may then be used for credit during high school and post-high school. In addition, the Authorization for School Nurse enables county schools systems an option for providing health care services to students with health care needs beyond those addressed by the ratio required in W.Va. Code §18-5-22; or when no fully certified school nurse is available.

Response to Comments:

Fifty comments were received from 34 individuals. These comments, the action taken and rationale for the action in response to the comments are indicated on the Policy 5202 Comment Log.

Four individuals commented in regards to the proposed changes in §126-136-11.6.6 (Career/ Technical Education Permit), resulting in minor changes to the policy. The work experience requirement will remain at four years instead of the proposed increase to six years. In addition, the requirements to obtain a substitute permit are now aligned with the requirements to obtain the initial permit.

Four comments were received indicating support of and six comments were received indicating opposition to the change in language in §126-136-23.4, *Procedures for Obtaining Fee and Expenses reimbursement and/or Salary Supplement for National Certification in Speech-Language Pathology, Audiology or Counseling*. The opposing comments expressed a concern regarding the exclusion of School Psychologists from this benefit. W.Va. Code §18A-4-2b identifies only the areas of Speech-Language Pathology, Audiology, and Counseling. Therefore, Policy 5202 could not include School Psychologists.

Fourteen individuals commented in response to §126-136-12.2 (Paraprofessional Educational Interpreter). Changes were not made to policy as most comments received were in support of the proposed changes to policy to reflect more rigorous requirements for individuals delivering interpreting services to students.

One comment was received that required a change in Policy 5202 to revise §126-136-4.5, *Accrediting Institution of Higher Education*, to reflect the name change to *The Association for Biblical Higher Education* as a result of an organizational name change.

One comment received indicated a change in language in §126-136-11.8.3-a-DD (Initial Temporary Authorization for Technology Integration Specialist) from "employed as" to "serving as" in regards to employment requirements.

One individual commented on WVBE Policy 5100 (Approval of Educational Personnel Preparation Programs) and it was forwarded to the contact person for the comment period of Policy 5100. While this comment was intended for Policy 5100, it affected Policy 5202. Therefore, the title *Severely/Profoundly Handicapped* was changed to Severe Disabilities. This change is reflected in Appendices A and B.

One comment was received during the comment period that requested a salary classification MA plus 60 be added. W.Va. Code §18A-4-1 defines the categories of advanced salary classifications for educators and does not include the MA plus 60 classification; therefore, no action was taken in Policy 5202.

One individual commented on the Permanent Authorization for grade extension of Pre-Kindergarten to Adult. This particular section of policy was not approved by the Board for public comment; therefore, no action was taken as a result.

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

SERIES 136

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

126CSR136
POLICY 5202
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TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 136

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

FILED

2006 JUL 13 P 3 50

OFFICE WEST VIRGINIA
SECRETARY OF STATE

§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, W. Va. Code §§ 18-1-1, 18-2-5, 18-4-2, 18-8-1, 18-10E-1, 18A-2-9, 18A-2-12, 18A-3-1, 18A-3-1a, 18A-3-2, 18A-3-2a, 18A-3-2b, 18A-3-3, 18A-3-3a, 18A-3-6, 18A-3-7, 18A-3-10, 18A-3A-2d, 18A-3A-3, 18A-4-1, 18A-4-2a, 18A-4-2b, 18A-4-3, 18A-4-4, 18A-4-8e, and 18A-4-20.

1.3. Filing Date. - July 13, 2006

1.4. Effective Date. - August 14, 2006

1.5. Repeal of Former Rule. - This legislative rule amends W.Va. 126CSR136, West Virginia Board of Education Policy 5202, "Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications," hereinafter Policy 5202, filed August 12, 2005 and effective September 11, 2005.

§126-136-2. Summary.

2.1. These rules outline the minimum requirements for the various licenses approved by the West Virginia Board of Education, hereinafter WVBE, and issued by the State Superintendent of Schools, hereinafter State Superintendent, 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.

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3.1. The primary purpose of licensure is to assure the public that educators, paraprofessionals, and others licensed to work in West Virginia's public schools 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, administration, and any other areas of responsibility for which licensure is required.

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.

§126-136-4. Definitions.

4.1. A.A. - An associate's degree from an accredited institution of higher education as defined in §126-136-4.5 which has been issued to, or for which the requirements for such have been met by, a person who qualifies for or holds a Full-Time Permit for Community Program Personnel.

4.2. A.B. - A bachelor's degree from an accredited institution of higher education as defined in §126-136-4.5, 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.

4.3. A.B. plus 15. - A bachelor's degree from an accredited institution of higher education as defined in §126-136-4.5 plus 15 semester hours of approved coursework from an accredited institution of higher education, as defined in §126-136-4.5, approved to offer graduate credit, met by a person who qualifies for or holds a Professional Certificate or its equivalent.

4.4. Academic Major. - At least 21 semester hours of coursework from an accredited institution of higher education as defined in §126-136-4.5 taken in a single content area as identified on the diploma and/or official seal-bearing transcript or verified by the institution of higher education from which the individual received his/her degree. The 21 semester hours of coursework must count toward completion of the degree and shall not include any hours reflecting remedial coursework.

4.5. 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 Association for Biblical Higher Education, 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.

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4.6. Advanced Credential. - Certification by the National Board for Professional Teaching Standards, hereinafter NBPTS, in content area and/or a master's degree or doctorate in the content area.

4.7. 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.

4.8. Ancillary Requirements. - For purposes of implementing the National Association of State Directors of Teaching Education Certification, hereinafter NASDTEC, Interstate Agreement, ancillary requirements include the following: minimum Grade Point Average, hereinafter GPA, standardized testing or assessment, Evaluation Leadership Institute, mentoring, experience and graduation from an accredited institution of higher education, as defined in §126-136-4.5.

4.9. Appeal. - A written request submitted by an individual for an appeal of denial for cause based on the provisions of §126-136-6.2.4. The appellant shall cite, in writing, the basis for the appeal and shall include evidence supplied by the appellant to support her/his contention.

4.10. Approved Program. - An educational preparation program delivered by an accredited institution of higher education, approved by the WVBE, and based upon state adopted program objectives and other requirements delivered by an accredited college or university and which has the endorsement of the WVBE.

4.11. Beginning Educator. - A classroom teacher with less than two years of teaching experience.

4.12. 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.

4.13. 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, hereinafter WVDE, a regional educational service agency, hereinafter RESA, or any non-public school or school system in West Virginia.

4.14. Career/Technical Education B.A. plus 15. - Completion of the coursework for issuance of the Career/Technical Education Certificate plus 15 semester hours of approved coursework from a regionally accredited institution of higher education as defined in §126-136-4.53.

4.15. Career/Technical Education M.A. - Completion of the coursework for issuance of the Career/Technical Education Certificate plus 30 semester hours of approved coursework from a regionally accredited institution of higher education as defined in §126-136-4.53.

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4.16. Career/Technical Education M.A. plus 15. - Completion of the coursework for issuance of the Career/Technical Education Certificate plus 45 semester hours of approved coursework from a regionally accredited institution of higher education as defined in §126-136-4.53.

4.17. Career/Technical Education M.A. plus 30. - Completion of the coursework for issuance of the Career/Technical Education Certificate plus 60 semester hours of approved coursework from a regionally accredited institution of higher education as defined in §126-136-4.53. A career/technical education educator who holds a permanent Career/Technical Education Certificate and a bachelor's degree shall qualify for the M.A. plus 30 salary classification.

4.18. Career/Technical Education M.A. plus 45. - Completion of the coursework for issuance of the Career/Technical Education Certificate plus 75 semester hours of approved coursework from a regionally accredited institution of higher education as defined in §126-136-4.53. A career/technical education educator who holds a permanent Career/Technical Education License and has completed a bachelor's degree plus 15 semester hours of graduate credit shall qualify for the M.A. plus 45 salary classification.

4.19. Community Programs. - Community programs are those early childhood education services provided in natural environments for children aged three to five. These include, but are not limited to, public or private day care settings, private preschools and Head Start. Community programs complement those early childhood education services operated directly by county boards of education.

4.20. Conversion. - The process of an educator completing requirements to upgrade from one level of certificate to another.

4.21. Core Academic Subjects. - The core academic subjects are English, reading or language arts, mathematics, sciences, foreign languages, civics and governments, economics, arts, history and geography as identified in the No Child Left Behind Act of 2001, hereinafter NCLB.

4.22. County Superintendent. - The chief administrative officer of a board of education, as defined in §126-136-4.13.

4.23. Day. - Calendar day.

4.24. Denial for Cause. - A denial based on a applicant's not meeting the criteria for licensure established in the portion of W.Va. Code §18A-3-2a which indicates that a certificate shall not be issued to any person who is not of good moral character and physically, mentally, and emotionally qualified to perform the duties for which the certification would be granted.

4.25. Doctorate. - A doctoral degree from an accredited institution of higher education as defined in §126-136-4.5 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.

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4.26. Duplicate Credit. - Credit that covers substantially the same content for which the person has received previous credit.

4.27. Educator or Professional Educator. - Shall mean the same as a teacher as defined in W.Va. Code §18-1-1.

4.28. 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.

4.29. Experience. - A professional assignment consistent with the endorsement(s) identified on the educator's license(s).

4.30. Fee. - For purpose of tuition reimbursement only, in accordance with W. Va. Code §18A-3-3a, fee refers to any mandatory cost associated with tuition, as assessed by the college or university, excluding payment for books and supplies.

4.31. GED. - General Educational Development equivalency diploma.

4.32. Graduate Credit. - Credit beyond the bachelor's level earned at an accredited institution of higher education as defined in §126-136-4.5 approved to offer graduate credit.

4.33. 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.

4.34. Higher Education Policy Commission (HEPC). - The statewide higher education policy commission as defined in W.Va. Code §18B-1-2(i).

4.35. High Objective Uniform State Standard of Evaluation (HOUSSE). - HOUSSE is an optional method of documenting subject matter competency in a core academic subject(s) for a teacher in order to meet the definition of highly qualified teacher. Section I of the Teacher Evaluation Form identified in W.Va. §126CSR13, WVBE Policy 5310, Performance Evaluation of School Personnel, hereinafter Policy 5310, that addresses a teacher's knowledge of the subject has been designated as West Virginia's HOUSSE. A general education teacher not new to the profession and a special education teacher eligible to use HOUSSE as defined in §126-136-8.2.2.c may use a rating of "meets standards" or higher on Section I of the Teacher Evaluation Form (Policy 5310) to document his/her subject matter competency in order to meet the definition of highly qualified teacher in that content are being evaluated that year. Special Education Teachers who must rely on HOUSSE to demonstrate subject matter competency may use WVBE-approved professional development for the purpose of demonstrating subject matter competence.

4.36. Initial License. - The first license issued to an individual by the State Superintendent or the WVDE under Policy 5202 or W.Va. §126-CSR-92.

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4.37. Institution of Higher Education. - An accredited college or university. (Refer to §126-136-4.5.)

4.38. 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.

4.39. Licensing Agency. - State Superintendent or WVDE.

4.40. Long-Term Substitute. - A licensed educator who temporarily replaces, for more than 30 consecutive instructional days, the person assigned to an educator position.

4.41. 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.

4.42. M.A. - A master's degree related to the public schools earned at an accredited institution of higher education as defined in §126-136-4.5 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.

4.43. M.A. plus 15. - A master's degree related to the public schools earned in an accredited institution of higher education as defined in §126-136-4.5 plus 15 semester hours of approved graduate coursework from an accredited institution of higher education. This classification requires 45 semester hours including a master's degree and shall be recognized only in the Professional Certificate or its equivalent.

4.44. M.A. plus 30. - A master's degree related to the public schools earned in an accredited institution of higher education as defined in §126-136-4.5 plus 30 semester hours of approved graduate coursework from an accredited institution of higher education. This classification requires 60 semester hours including a master's degree and shall be recognized only on the Professional Certificate or its equivalent.

4.45. M.A. plus 45. - A master's degree related to the public schools earned in an accredited institution of higher education as defined in §126-136-4.5 plus 45 semester hours of approved graduate coursework from an accredited institution of higher education. This classification requires 75 semester hours including a master's degree and shall be recognized only on the Professional Certificate or its equivalent.

4.46. Mentor. - An experienced classroom teacher, as defined in §126-136-4.29 who is assigned to assist and support the beginning educator during the beginning educator internship.

4.47. One Year of Experience. - One year of experience for conversion/permanent licensure purposes equals 133 paid days within one school year in an assignment for which the person holds a valid license.

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4.48. 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 WVBE approved professional education standards.

4.49. 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.

4.50. Professional Certificate or Its Equivalent. - Individuals may be issued the Professional Teaching Certificate, Professional Student Support Certificate, Professional Administrative Certificate, Career/Technical Education Certificate, Temporary Professional Teaching Certificate, Temporary Professional Service Certificate, Temporary Professional Administrative Certificate, Temporary Career/Technical Education Certificate the Permanent Authorization for School Nurse and/or the Alternative Teaching Certificate in order to work in the public schools of West Virginia. For salary purposes only, all Temporary and Permanent Authorizations shall be considered equivalent to the Professional Certificate.

4.51. Professional Commitment. - A written agreement signed by an educator to pursue certification in the endorsement area(s) in which s/he is employed.

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

4.53. 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 State, 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 doctoral degree.

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

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

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

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

4.58. Shortage Area. - An endorsement area identified by the county superintendent as one in which the county does not have fully certified applicants for a position.

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4.59. 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.

4.60. Superintendent. - The chief administrative officer of a legally constituted entity including a board of education.

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

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

4.63. Valid Out-of-State Certificate. - A license to work as a public school teacher, administrator or Student Support Personnel (as defined in §126-136-10.3.1-10.3.4) that has not expired, nor has been surrendered, revoked or is currently suspended.

4.64. West Virginia Commission for Professional Teaching Standards, hereinafter WVCPTS. - The official body representative of the educational community that is responsible for 1) reviewing and recommending to the WVBE 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 WVBE.

§126-136.5. Categories of Licenses.

5.1. 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. (Refer to §126-136-10.)

5.2. Alternative Teaching Certificate. - The Alternative Teaching Certificate may be issued to an individual provided s/he fulfills the general requirements for issuance as specified in §126-136-15.1. An Alternative Teaching Certificate may only be issued in teaching specializations.

5.3. Temporary Certificate. - The Temporary Certificate may be issued to an individual who meets prescribed experience and/or academic and professional standards including the Evaluation Leadership Institute for the Professional Certificate but has not met the testing requirements prescribed for issuance of the Professional Certificate. A Temporary Certificate may be issued in teaching, student support or administrative specializations. (Refer to §126-136-10.)

5.4. Career/Technical Education Certificate. - The Career/Technical Education Certificate may be issued to an individual who has acquired prescribed career/technical education and/or technical skills through specific wage-earning experience and/or training and who has been

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assessed as competent to assume a role in public education in keeping with the specialization(s) and grade levels designated in this license. The Career/Technical Education Certificate is equivalent to the Professional Certificate for salary purposes. (Refer to §126-136-10.)

5.5. Temporary Career/Technical Education Certificate. - The Temporary Career/Technical Education Certificate may be issued to an individual who holds a valid out-of-state Career/Technical Education certificate but does not hold the required industry recognized credential and/or has not met the citizenship and/or testing requirements prescribed for issuance of the Career/Technical Education Certificate. (Refer to §126-136-10.)

5.6. Permit. - The Permit may be issued to an individual who does not meet the requirements for the Professional or Career/Technical Education Certificate, but who has been determined by the county superintendent to be the most qualified applicant for the position. (Refer to §126-136-11.) The Non-United States Citizen Permit may be issued to a non-United States citizen in accordance with §126-136-17.

5.7. Adult License. - The Adult License may be issued to an individual who meets the prescribed experience and/or academic standards for teaching adults in the specialization(s) designated on the license. (Refer to §126-136-11.)

5.8. Authorization.-The Authorization may be issued 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 related to public schools instruction or a public school programs does not exist on the Professional or Career/Technical Education Certificate. A Temporary or Permanent Authorization that requires a Professional Certificate as a prerequisite shall be valid provided the Professional Certificate remains valid. (Refer to §126-136-11.)

5.9. 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 and is employed as a paraprofessional does not need to hold a Paraprofessional Certificate. (Refer to §126-136-12.)

5.10. Special Education Content Endorsement. - The Special Education Content Endorsement may be issued to an individual who holds a Professional Teaching Certificate endorsed in Autism, Behavior Disorders, Mild/Moderate Mental Impairment, Multi-Categorical Special Education, and/or Specific Learning Disabilities and who meets the prescribed academic standards and/or equivalent WVDE-approved professional development.

§126-136-6. Legal Basic for Licensure.

6.1. WVBE.

6.1.1. The education of professional educators in the state shall be under the general direction and control of the WVBE. (Refer to W.Va. Code §18A-3-1.)

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6.1.2. The WVBE, in consultation with the WVCPTS, 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.

6.2. State Superintendent.

6.2.1. Issuance of Licenses. - In accordance with WVBE rules for the education of professional educators, the State Superintendent may issue licenses valid in this state (W.Va. Code §18A-3-2a). A county may employ an applicant in good faith on the anticipation that he or she is eligible for a certificate. If it is later determined that the applicant was not eligible, the State Superintendent may authorize payment by the county board of education to the teacher for time not exceeding three school months or the date of notification of his or her eligibility, whichever occurs first. (Refer to W.Va. Code §18A-3-2.)

6.2.2. Revocation and Suspension of Licenses. - The State Superintendent may, after ten days notice and upon proper evidence, revoke the certificates of any teacher for any of the following causes: Intemperance; untruthfulness; cruelty; immorality; the conviction of a felony or a guilty plea or a plea of no contest to a felony charge; the conviction, guilty plea or plea of no contest to any charge involving sexual misconduct with a minor or a student; or for using fraudulent, unapproved or insufficient credit to obtain the certificates. However, the certificates of a teacher may not be revoked for any matter for which the teacher was disciplined, less than dismissal, by the county board that employs the teacher, nor for which the teacher is meeting or has met an improvement plan determined by the county board, unless it can be proved by clear and convincing evidence that the teacher has committed one of the offenses listed in this subsection and his or her actions render him or her unfit to teach. In order for any conduct of a teacher involving intemperance; cruelty; immorality; or using fraudulent, unapproved or insufficient credit to obtain the certificates to constitute grounds for the revocation of the certificates of the teacher, there must be a rational nexus between the conduct of the teacher and the performance of his or her job. The State Superintendent may designate the WVCPTS or members thereof to conduct hearings on revocations, suspensions or certificate denials and make recommendations for action by the State Superintendent. (Refer to W.Va. Code §18A-3-6.) A suspension of the license is a revocation of the same for a fixed period of time.

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

6.2.4. Hearings and Appeals. - An individual whose license has been denied for cause may request an appeal in accordance with W.Va. §126CSR4, WVBE Policy 1340, Rules of Procedure for Administrative Hearings and Appeals, hereinafter Policy 1340. A hearing is provided to an individual when a revocation or suspension of a license is sought by the WVBE in accordance with Policy 1340.

§126-136-7. Responsibilities for Licensure.

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

7.1.1. 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 s/he is entitled. Failure to apply for certificate or additional endorsement within three months from the date of eligibility may result in additional requirements before the educator can be licensed. It is the educator's responsibility to ensure that s/he holds a license valid for her/his assignment; **AND**

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 coursework 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 s/he last taught or resides (W.Va. Code §18A-3-3). The county superintendent or professional designee shall approve the college/university coursework 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 coursework for the purpose of renewal; **OR**

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 her/his West Virginia license shall select, in consultation with the licensing agency staff, the college/university coursework 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 coursework for the purpose of renewal. The State Superintendent shall recommend the applicant for renewal of her/his Professional Certificate; **AND**

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

7.1.2 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 or professional designees are

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encouraged to notify employees at least one year in advance of the date the employee's license(s) must be renewed; **AND**

b. Approval of Renewal Credit. - The county superintendent or professional designee shall approve appropriate college/university coursework for renewal purposes; **AND**

c. Recommend for Licensure. - The county superintendent shall recommend, or not recommend, the issuance and renewal of all licenses, as noted, for educators employed by the board of education in accordance with W.Va. Code §18A-3-2a; **AND**

d. Report Immorality and Neglect of Duty. - It shall be the duty of any county superintendent who knows of any acts on the part of any teacher for which a certificate may be revoked to report the same, together with all the facts and evidence, to the State Superintendent for such action as in the State Superintendent's judgment may be proper; (refer to W.Va. Code §18A-3-6); **AND**

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

f. Contracted or RESA Services. - The county superintendent shall assure that an educator providing contracted services or services through a RESA holds the same licensure required for a educator employed by a board of education.

7.1.3. 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; **AND**

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; **AND**

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; **AND**

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d. Waiver Requirements. - The State Superintendent shall have the authority to waive licensure requirements in a situation where s/he judges, after thorough investigation, that the applicant's knowledge, preparation and/or experience are adequate to justify such waiver. If the waiver request could result in the extension of a license or the issuance of a new license, the written request must be accompanied by the appropriate application and processing fee. The State Superintendent 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 summary must be forwarded to the WVCPTS at its next regularly scheduled meeting. If the Office of Professional Preparation recommends that an application be denied for cause, the applicant may not request a waiver but may file an appeal pursuant to procedures outlined in Policy 1340.

7.1.4 County Board of Education. - The county board of education shall send to the WVBE by the first day of May, annually, a report that includes: 1) the available teacher positions in the county; 2) any shortages in subject matter areas in the county; and 3) the name of all teachers reduced in force provided the teacher has permitted the county board of education to submit his/her name.

§126-136-8. Highly Qualified Teacher.

8.1. Effective with the 2002-2003 school year, all persons newly hired in Title I schools must meet the definition of highly qualified as defined in NCLB. By the end of the 2005-2006 school year, all teachers delivering instruction in the core academic subject areas must meet the NCLB definition of highly qualified teacher.

8.2. Definitions.

8.2.1. Core Academic Subjects. - The core academic subjects include the arts, reading/language arts, English, foreign language, mathematics, science, civics and government, economics, geography, and history. West Virginia defines the arts as dance, music, theatre, and visual art.

8.2.2. Highly Qualified Teacher.

a. Highly Qualified Teacher-State Definition. - A West Virginia public school teacher is considered highly qualified if s/he:

A. has a bachelor's degree or higher; **AND**

B. meets state certification requirements, including those certified through a WVBE-approved alternative route to certification program, with an endorsement(s) in the core academic subject(s) being taught; **AND**

C. demonstrates subject matter competency by:

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(a) passing the state competency test for which a state minimum score was established by the WVBE in the content area(s); **OR**

(b) having an academic major or advanced credential(s) in the subject taught as defined in §126-136-4.4 and §126-136-4.6, respectively; **OR**

(c) satisfying West Virginia's HOUSSE definition as defined in §126-136-4.35.

b. Title I Reading Teacher. - According to the NCLB guidelines, a Title I reading teacher is considered highly qualified if s/he holds certification in elementary education or multi-subjects. For state certification as a Title I reading teacher, the WVBE requires a master's degree in reading specialist, completion of a graduate level reading specialist program, a reading authorization, or completion of a reading endorsement program.

A. The reading endorsement can be granted only to individuals who hold a professional teaching certificate.

B. The reading endorsement shall reflect those grade levels that appear on the individual's professional teaching certificate.

c. Special Education Teacher. - A special education teacher who is responsible for providing instruction and course credit for any course included in the NCLB defined core academic subject areas for students with exceptionalities must hold a minimum of a bachelor's degree, meet state certification requirements with the appropriate endorsement in special education, and demonstrate subject matter competency in order to be considered highly qualified. Dependent upon his/her position, a special education teacher can demonstrate subject matter competency in one of the following ways:

A. A special education teacher providing instruction to students with significant cognitive disabilities who take the West Virginia Alternate Assessment can demonstrate subject matter competence by successfully completing the Praxis II test required for Elementary Education OR by using the state's HOUSSE option defined in §136-136-4.35.

B. A special education teacher providing instruction at the elementary level can demonstrate subject matter competence by successfully completing the Praxis II test required for Elementary Education OR by using the state's HOUSSE option defined in §126-136-4.35.

C. A special education teacher employed prior to the start of the 2005-2006 school year providing instruction in a departmentalized middle or high school who:

(a) teaches one core academic subject must be highly qualified to teach the core academic subject as defined in §126-136-8.2.2.a to demonstrate subject matter competence.

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(b) teaches two or more core academic subjects must successfully complete the Praxis II content exam for each of the core academic subjects OR use the state's HOUSSE option defined in §126-136-4.35.

D. A special education teacher offered initial employment beginning in the 2005-2006 school year or after providing instruction in a departmentalized middle or high school who:

(a) teaches one core academic subject must be highly qualified to teach the core academic subject as defined in §126-136-8.2.2.a to demonstrate subject matter competence.

(b) teaches two or more core academic subjects must be highly qualified to teach math, English, or Science as defined in §126-136-8.2.2 and then use the state's HOUSSE option defined in §126-136-4.35 for any other core academic subject within two years.

E. A consultative special education teacher working in a collaborative role with a highly qualified general education teacher is considered highly qualified. Refer to the definition of consultative teacher in §126-136-19.2.

d. Paraprofessionals (includes persons classified as Aide I, II, III, and IV). - The NCLB requires all paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) providing instructional support in a program or school receiving Title I funds to be qualified by the end of the 2005-2006 school year.

A. Salary Classifications. - The Aide I, II, III, IV and Paraprofessional classification identified in W.Va. Code §18A-4-8 are included in the NCLB definition of paraprofessional. Consequently, all Aides I, II, III, IV and Paraprofessionals in West Virginia working in a program or school receiving Title I funds must meet the definition of qualified paraprofessional found in NCLB.

B. Title I Program or School. - All Aides I, II, III, IV and paraprofessionals working in a Title I schoolwide program must be qualified, as defined in the NCLB, by the end of the 2005-2006 school year, regardless of the funding source for his/her position. All Aides I, II, III, IV and paraprofessionals, whose positions are funded by Title I funds, working in a Title I targeted assistance school must meet the definition of qualified paraprofessional found in NCLB.

C. Qualified Paraprofessional (includes persons classified as Aide I, II, III, and IV). - Criteria for being considered a qualified paraprofessional, as defined in the NCLB, require the completion of at least one of the following:

(a) College Coursework. - The applicant must have completed at least two years (48 semester hours) of study at an accredited institution of higher education, as defined in §126-136-4.5; **OR**

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(b) College Degree. - The applicant must have obtained an associate degree or higher from an accredited institution of higher education, as defined in §126-136-4.5; **OR**

(c) WVBE Program. - The applicant must have completed the 36 semester hour program as identified in §126-136-12.1.3 and passed the current state competency exam for paraprofessionals developed pursuant to W.Va. Code §18A-4-8e; **OR**

(d) Academic Assessment. - The applicant must have met a rigorous standard of quality and can demonstrate, through a formal state approved academic assessment which includes a measurement of 1) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics and 2) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. Paraprofessionals who have taken and passed the current state competency exam for paraprofessionals developed pursuant to W.Va. Code §18A-4-8e have satisfied this requirement.

D. Certified Paraprofessional (includes persons classified as Aide I, II, III, and IV). - The requirement for being a certified paraprofessional in West Virginia includes completion of the 36 semester hour program as identified in §126-136-12.1.3 and passage of the current state competency exam for paraprofessionals developed pursuant to W.Va. Code §18A-4-8e.

§126-136-9. General Requirements and Dates Certain for Licensure.

9.1. W.Va. Code Requirements for Licensure.

9.1.1. 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, unless otherwise noted; 2) of good moral character; 3) physically, mentally and emotionally qualified to perform the duties to which s/he 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. (Refer to W.Va. Code §18A-3-2a.)

9.1.2. Criminal History Record Check.

a. Federal Bureau of Investigation Fingerprint Background Check for Initial Licensure. - All applicants for initial licensure whose applications are received by the WVDE shall be fingerprinted by the West Virginia State Police or its designee. The fingerprints shall be analyzed by the state police for a state criminal history record check through the central abuse registry record and then forwarded to the Federal Bureau of Investigation for a national criminal history record check. Information contained in either the central abuse registry record or the Federal Bureau of Investigation record may form the basis for the denial of a certificate for cause in accordance with W.Va. Code §18A-3-2a and §18A-3-10.

b. State Analysis for Employment within Ninety Days. - Upon written consent to the WVDE by the applicant and within ninety days of the state fingerprint analysis,

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the results of a state analysis may be provided to a county board with which the applicant is applying for employment without further cost to the applicant.

c. Disclosure Provisions. - Information maintained by the WVDE or a county board which was obtained for the purposes of W.Va. Code §18A-3-10 is exempt from disclosure as provided by W.Va. Code §29B-1-4. Disclosure or publication of information in a statistical or other form that does not identify the individuals involved or provide personal information is not prohibited.

9.1.3 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 (W.Va. Code §18A-3-2b).

9.2. Licensure and Related Fees. - A non-refundable processing fee, established by the WVBE, shall be charged for all applications and request for copies of records. In addition to the processing fee, applicants who apply for an initial license shall also submit the current fee charged by the Federal Bureau of Investigation for a fingerprint background check and for a West Virginia Criminal Bureau of Investigation fingerprint background check as required by W.Va. Code §18A-3-10.

9.3. Dating of Licenses. - All licenses shall be issued and dated in accordance with W.Va. Code and as mandated by other applicable WVBE policies. A county may employ an applicant in good faith that s/he is eligible for a certificate for up to three school months or date of notification of his or her ineligibility, whichever shall occur first. This three-month period shall begin with the date of hire for that position. The applicant's appropriate application, fees and fingerprint card (if applicable) for licensure must be received by the WVDE within ten calendar days of the hire date. All certificates shall expire on June 30 of the last year of their validity irrespective of the date of issuance. (Refer to W.Va. Code §18A-3-2.)

9.4. Expiration Date of Licenses. - All licenses shall be issued and set to expire in accordance with W.Va. Code §18A-3-2a and as mandated by this policy. Please refer to individual licensure sections for designated dates.

9.5. Specializations and Grade Levels. - All licenses shall contain specializations and grade levels in accordance with W.Va. Code §18A-3-2a and as mandated by this policy and W.Va. §126CSR114, WVBE Policy 5100, Approval of Educational Personnel Preparation Programs, hereinafter Policy 5100. Refer to individual licensure sections or Appendix A for specific designations.

9.6. Recognition of Degrees and Coursework for Licensure, Renewal and Advanced Salary Classifications.

9.6.1. Dating of Degree Recognition and Advanced Salary Classifications. - Upon successful completion of an advanced degree or additional hours leading to a higher salary

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classification, the candidate will make application to the WVDE. Upon verification of coursework completed and/or the degree being granted, the new degree/salary classification will be effective on the date that all requirements for the classification were completed not to exceed three months prior to receipt of the appropriate application in the WVDE.

9.6.2. Bachelor's Degree. - Only a bachelor's degree earned from an accredited institution of higher education, as defined in §126-136-4.5, approved to offer a bachelor's degree may be recognized for licensure and salary purposes.

9.6.3. Master's Degree. - Only a master's degree earned from an accredited institution of higher education, as defined in §126-136-4.5, 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.

9.6.4. Doctorate. - Only a doctoral degree earned from an accredited institution of higher education, as defined in §126-136-4.5, approved to offer a doctorate and in a curriculum related to the public school program may be recognized for licensure and salary purposes. (Refer to W.Va. Code §18A-4-1.)

9.6.5. Degrees and Coursework from Non-accredited Colleges. - Degrees and/or coursework earned from unaccredited institution of higher education are not recognized for licensure or salary purposes. An applicant who completed a state approved program through a non-accredited college must complete appropriate degree and approved program requirements from an accredited institution of higher education as defined in §126-136-4.5 before licensure may be granted.

9.6.6. Recognition of College Credit for Renewal and Salary Purposes. - Only unduplicated coursework related to the public school program as defined in §126-136-9.6.7, completed through an accredited institution of higher education, as defined in §126-136-4.5, 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.

9.6.7. Related to the Public School Program. - For purposes of renewal and advanced salary classification, "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 coursework related to the current licensure; 3) content and/or professional education coursework required for an additional endorsement; 4) professional development/special topics coursework approved by the licensing agency; 5) coursework identified in the personnel evaluation process; 6) coursework related to technology for education; and/or 7) coursework related to the mission and goals of the WVBE and/or the school organization.

9.7. Clinical Practice/Field-Based Experience.

9.7.1. In accordance with Policy 5100, an individual completing an approved teacher preparation program shall complete a minimum of twelve weeks of clinical experience unless s/he is able to demonstrate to the satisfaction of the college supervisor and the cooperating

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public school supervisor that s/he has achieved the proficiency level in less than the specified time. The candidate must be assessed during the clinical experience in at least one specialization for which licensure is being requested.

9.7.2. Institutions of higher education must document individuals field-based and/or clinical experiences with diverse (multi-cultural), at-risk, and special needs learners at each programmatic level for which they seek licensure. (Refer to Policy 5100.)

9.7.3. For individuals wishing to add a new specialization to the Professional Teaching Certificate, institutions of higher education will determine the method for and the amount of clinical and/or field-based experiences necessary to satisfy the requirements specified in §126-136-9.7.1 and §126-136-9.7.2.

9.8. Grade Point Average (GPA).

9.8.1. For Issuance of an Original License. - A minimum overall GPA of 2.5 for all college/university coursework attempted is required for issuance of any license requiring a bachelor's degree or higher with the exception of a 2.0 GPA for the Substitute Permit and the school nurse that is licensed by the West Virginia Board of Examiners. The scholastic requirements shall be computed using the 4.0 scale including the discretionary academic forgiveness provisions approved by the higher education governing boards. An individual who holds a master's degree or higher with a 3.0 GPA meets the GPA requirement.

9.8.2. For Issuance of Additional Endorsements. - For an individual who already holds a West Virginia Professional Certificate, the 2.5 GPA 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 GPA regardless of the date of completion.

9.8.3. 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 GPA.

9.8.4. For Renewal of a License. - College/university credit completed for the renewal of a license must reflect a 3.0 GPA.

9.9. State Testing Requirements. - All applicants for professional licensure must meet state testing requirements as required by W.Va. Code §18A-3-2a and as outlined in §126-136-10.1.2.c.E. and Appendix B, including the exceptions indicated in W.Va. Code §18A-3-2a (1)(B) and in §126-136-10.1.2.c.F.

§126-136-10. Licenses for Professional Educators.

10.1. Teaching Certificates.

10.1.1. Temporary Teaching Certificate.

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a. **General Criteria.** - A Temporary Teaching Certificate may be issued to a person who has completed: 1) the minimum of a bachelor's degree or master's degree if specified in Appendix A through an accredited institution of higher education as defined in §126-136-4.5 or an equivalent degree through an institution of higher education in a foreign country; 2) the general requirements specified in §126-136-9; 3) the minimum GPA specified in §126-136-9.8; and 4) the conditions for issuance identified in §126-136-10.1.2.c. A Temporary Certificate may be issued in the teaching 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.

b. **Validity Period.** - The Temporary Teaching 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.

c. **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 approved teacher education program from an accredited higher education institution, as defined in §126-136-4.5 with the exception of the required tests in Pre-professional Skills, Content and/or Professional Education; **OR**

B. **Foreign Credentials.**-Refer to §126-136-17; **OR**

C. **Valid Out-of-State Certificate.** - Refer to §126-136-16.

10.1.2. Initial Professional Teaching Certificate.

a. **General Criteria.**-An Initial Professional Teaching Certificate may be issued to a person who has completed: 1) the minimum of a bachelor's degree or a master's degree as specified in Appendix A through an accredited institution of higher education, as defined in §126-136-4.5; 2) the general requirements specified in §126-136-9; 3) the minimum GPA specified in §126-136-9.8; 4) the tests specified in §126-136-10.1.2.c.E; and 5) the conditions for issuance identified in §126-136-10.1.2.c. An Initial Professional Teaching Certificate may be issued in the teaching specializations identified in Appendix A. The Initial Professional Teaching Certificate shall be endorsed to indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools.

b. **Validity Period.** - The Initial Professional Teaching Certificate shall be valid for three school years and shall expire on June 30 of the last year of its validity.

c. **Conditions for Issuance.** - The applicant for an Initial Professional Teaching Certificate must submit evidence of satisfying the following:

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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; **OR**

OR B. Refer to guidelines for Out-of-State applicants in §126-136-16;

C. Refer to guidelines for Alternative Routes to Certification in §126-136-15; **OR**

D. NBPTS Certificate. - A valid certificate from the NBPTS in a specialization comparable to those listed in Appendix A; **AND**

E. WVBE Adopted Tests. - Unless identified as a exemption in §126-136-10.1.2.c.F, an educator must satisfy the minimum proficiency levels identified in Appendix B, as adopted by the WVBE, 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.

F. Exemptions. - The following exemptions that have been established for each of the tests are indicated:

(a) Pre-Professional Skills Tests. - An individual who: 1) holds certification through the NBPTS; 2) holds or has held a West Virginia Professional Certificate; 3) holds a master's degree from an accredited institution of higher education; 4) 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); 5) satisfied a passing score in basic skills reading, writing and mathematics in another state; 6) holds a valid out-of-state certificate in the content area is exempt from the required Pre-professional Skills Tests; or 7) successfully completed three years of experience within the last seven years in one or a combination of specializations recognized on an out-of-state professional certificate valid during those three years.

(b) Content Specialization. - An individual who: 1) holds certification through the NBPTS; 2) satisfied a passing score on the appropriate content test in another state; or 3) valid out-of-state licensure in the area in which West Virginia certification is

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available and requested; or 4) holds a doctorate in the content area for which West Virginia licensure is available and requested is exempt from the content test(s); or 5) successfully completed three years of experience within the last seven years in one or a combination of specializations recognized on an out-of-state professional certificate valid during those three years.

(c) Professional Education. - An individual who: 1) holds certification through the NBPTS; 2) satisfied a passing score on the appropriate professional education test in another state; or 3) holds a valid out-of-state Professional Certificate is exempt from the professional education tests; or 4) successfully completed three years of experience within the last seven years in one or a combination of specializations recognized on a out-of-state professional certificate valid during those three years. The Professional Education Test is not required for an educator seeking West Virginia licensure in a student support or administrative specialization.

G. Validity of Test Scores. - The validity period for in-state and out-of-state tests and passing scores in ten years from the date on which the candidate passed the examination. In those circumstances where the WVBE has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period. A candidate whose test scores exceed the ten-year validity period at the time of application for licensure is required to satisfy current tests and passing scores.

H. Failure to Apply to Licensure. - A candidate who fails to apply for licensure within three months from the date of eligibility for licensure is required to satisfy any additional test and program components in effect at the time of application and to comply with conditions outlined for the validity period.

I. Tests Required for New Specializations on a Professional Certificate. - A candidate who wishes to add a new specialization to her/his Professional Teaching Certificate is required to satisfy, in addition to the approved program content requirements, the content test requirement, if a test is required. It is assumed that a candidate who holds a Professional Teaching Certificate has previously satisfied requirements in pre-professional skills and professional education components and that a candidate who holds either the Professional Support or Professional Administrative Certificate has satisfied the pre-professional skills component.

J. Substitution of National Evaluation Systems (NES) Content Test in Special Education for Praxis II Education of Exceptional Student: Core Content Knowledge. - A candidate who successfully completed the NES test in behavior disorders, mentally impaired or specific learning disabilities is not required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge since it is assumed this content was included in the NES special education content tests.

K. Modification of Programmatic Levels for a Content Specialization on a Professional Certificate. - A candidate who seeks a different programmatic level configuration for an existing specialization in her/his Professional Certificate is exempt

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from the required content test provided s/he has completed three years of experience in a assignment of at least one-half day within the last seven years in the specialization for which the modification is requested. However, s/he is required to satisfy all other approved program requirements. An educator who does not meet the experience requirements and who wishes to extend the programmatic level for a specialization on her/his Professional Certificate must satisfy the approved program requirements and the required content unless s/he is exempted on the basis of criteria outlined in §126-136-10.1.2.c.F.

10.1.3 Renewal of the Professional Teaching Certificate. - The application for renewal must be submitted after January 1 of the year in which the license expires. The applicant for licensure must submit evidence of satisfying the following:

a. College/University Coursework. - Six semester hours of appropriate college/university coursework related to the public school program as defined in §126-136-9.6.6. The coursework must reflect a 3.0 GPA 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 and meet one or a combination of the following options: 1) courses relevant to a master's degree in a curriculum related to the public school program, 2) courses related to improvement of instruction and the applicant's current endorsement area(s), 3) courses needed to qualify for an additional endorsement, or 4) credit prescribed by the county as a result of an applicant's evaluation; **OR**

b. M.A. plus 30 Salary Classification. - Hold a minimum of a master's plus 30 salary classification based on the awarding of a master's degree; **OR**

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

d. Recommendation of Superintendent. - If the candidate is currently employed by a county board of education, the candidate must receive the recommendation of the employing county's superintendent. If the educator is not employed by a West Virginia county school system, then s/he must secure a recommendation from his/her most recent education supervisor provided that such employment severance does not exceed one year. If employment in an educational setting is greater than one year, s/he must secure the recommendation from the current employer or community leader.

10.1.4. Professional Five-Year Teaching Certificate. The applicant for licensure must submit evidence of satisfying the following:

a. Beginning Educator Internship. - Successful completion of the Beginning Educator Internship for classroom teacher, as specified in §126-136-9.1.3, unless the applicant holds a valid out-of-state certificate and has five years of teaching experience in another state; **AND**

b. College/University Coursework. - Six semester hours of appropriate college/university coursework reflecting a 3.0 GPA and related to the public school program as

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defined in §126-136-9.6.6 unless the applicant holds a minimum of a M.A. plus 30 salary classification based on the awarding of a master's degree. The coursework for conversion must have been completed subsequent to the issuance of the certificate being sought to be converted and within the five year period immediately preceding the date of application; **AND**

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

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

e. Validity Period. - The Professional Teaching Certificate valid for five years shall expire on June 30 of the last year of its validity.

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

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

b. Master's Degree. - Hold a master's degree related to the public school program as defined in §126-136-9.6.6; **AND**

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

d. Valid Five-Year Certificate. - Hold a valid Professional Teaching Certificate; **AND**

e. Two Renewals. - Renew the Professional Teaching Certificate valid for five years two times based on: 1) six semester hours of appropriate renewal credit reflecting a 3.0 GPA; or 2) a minimum of a M.A. plus 30 salary classification based on the awarding of a master's degree; or 3) age sixty; **OR**

f. Valid out-of-state certificate—Refer to §126-136-16; **AND**

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

h. Validity Period. - The Permanent Professional Teaching Certificate shall remain valid unless surrendered, suspended or revoked.

10.2. Administrative Certificate.

10.2.1. Temporary Administrative Certificate.

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a. **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 §126-136-4.5 or an equivalent degree through a college or university in a foreign country; 2) the general requirements, with the exception of citizenship, specified in §126-136-9; 3) the minimum GPA specified in §126-136-9.8; 4) three years of management level experience and 5) the conditions for issuance identified in §126-136-10.2.1.c. The Temporary Administrative Certificate shall be endorsed for Superintendent, Principal, and/or Supervisor of Instruction 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. The Temporary Administrative Certificate is issued to an administrator who graduates from an out-of-state institution of higher learning, or who is transferring his/her credential from another state or country so that s/he may complete the requirements for testing if applicable and the Evaluation Leadership Institute.

b. **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.

c. **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 Evaluation Leadership Institute offered through the West Virginia Center for Professional Development or equivalent training approved by the WVBE; **OR**

B. **Out-of-State Certification.** - For those candidates who hold a valid out-of-state Professional Administrative Certificate in the area for which West Virginia licensure is requested without completion of the Evaluation Leadership Institute offered through the West Virginia Center for Professional Development or equivalent training approved by the WVBE.

10.2.2. Initial Professional Administrative Certificate.

a. **General Criteria.** - An Initial 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 §126-136-4.5; 2) the general requirements specified in §126-136-9; 3) the minimum GPA specified in §126-136-9.8; 4) three years of management level experience; 5) the Evaluation Leadership Institute in evaluation skills offered through the West Virginia Center for Professional Development or equivalent training approved by the WVBE; and 6) the conditions for issuance identified in §126-136-10.1.2.c. The Initial Professional Administrative Certificate shall be endorsed for Superintendent, Principal,

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and/or Supervisor of Instruction and shall indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools.

b. **Validity Period.** - The Initial Professional Administrative Certificate shall be valid for five school years and shall expire on June 30 of the last year of its validity. An educator who graduates in December or whose Professional Administrative Certificate is effective on or after January 1 may be issued an Initial Professional Administrative Certificate valid for a maximum of 66 months.

c. **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 Licensure.** - For those educators who hold a valid out-of-state Administrative Certificate, the applicant needs only to present the official transcripts evidencing graduation from a state-approved teacher education program at a regionally accredited college or university and a copy of his/her valid out-of-state Administrative Certificate to be licensed provide that s/he has completed the Evaluation Leadership Institute. The out-of-state Administrative Certificate must be in the specialization for which West Virginia licensure is available and requested. (Refer to §126-136-16 for more information on out-of-state certification.) **OR**

C. **Out-of-State Graduate not Licensed.** - In addition to the general criteria in §126-136-10.2.2.a. the educator must satisfy the minimum proficiency level, as adopted by the WVBE, on the content specialization test in educational leadership unless the applicant meets one of the exemptions specified in §126-136-10.1.2.c.F. Required scores are identified in Appendix B.

d. **Renewal of the Initial Professional Administrative Certificate.** - The applicant for licensure must submit evidence of satisfying the following:

A. **College/University Coursework.** - Six semester hours of appropriate college/university coursework related to the public school program as defined in §126-136-9.6.6; **OR**

B. **M.A. plus 30 Salary Classification.** - Hold a minimum of a plus 30 salary classification based on the awarding of master's degree; **OR**

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C. Age 60. – Has reached 60 years of age and presents a photocopy of the birth certificate; **AND**

D. Recommendation of Superintendent. - If the candidate is currently employed by a county board of education, the candidate must receive the recommendation of the employing county's superintendent. If the educator does not teach in West Virginia, then s/he must secure a recommendation from his/her most recent education supervisor. If the signature of a superintendent or educational supervisor is not available, a recommendation from the current employer or a community leader is acceptable.

10.2.3. Permanent Professional Administrative Certificate. - In order to convert the Initial Professional Administrative Certificate to the Permanent Professional Administrative Certificate, the applicant for licensure must submit evidence of satisfying the following:

a. College/University Coursework. - Six semester hours of appropriate renewal credit related to the public school program as defined in §126-136-9.6.6; **OR**

b. M.A. plus 30 Salary Classification. - Holds a minimum of a M.A. plus 30 salary classification based on the awarding of a master's degree; **AND**

c. Experience. - Five years of educational experience, two years of which must be in any or a combination of the specializations reflected on the Professional Administrative Certificate, and one year of which must be completed in West Virginia; **AND**

d. Recommendation of Superintendent. - If the candidate is currently employed by a county board of education, the candidate must receive the recommendation of the employing county's superintendent. If the educator is not employed by a West Virginia county school system, then s/he must secure a recommendation from his/her most recent education supervisor provided that such employment severance does not exceed one year. If employment in an educational setting is greater than one year, s/he must secure the recommendation from the current employer or community leader.

e. Validity Period. – The Permanent Professional Administrative Certificate shall continue to be valid unless surrendered, suspended or revoked for just cause.

10.3. Professional Student Support Certificate.

10.3.1. Professional Student Support Certificate for School Counselor.

a. Temporary Professional Student Support Certificate. - A Temporary Professional Student Support Certificate is issued to eligible applicants for School Counselor who meet requirements specified in §126-136-10.1.1.a for a Temporary Teaching Certificate.

b. Initial Professional Student Support Certificate. - The Initial Professional Student Support Certificate valid for three years is issued for School Counselor to an applicant who meets the following criteria: 1) M.A. in Counseling from an accredited

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institution of higher education as defined in §126-136-4.5; and 2) successful completion of an accredited School Counseling Program.

c. Professional Student Support Certificate. - A Professional Student Support Certificate valid for five years is issued for School Counselor to an applicant who meets the requirements listed in §126-136-10.1.4.b-d for a Professional Five-Year Teaching Certificate.

d. Permanent Professional Student Support Certificate. - A Permanent Professional Student Support Certificate is issued for School Counselor to an applicant who meets the requirements listed in §126-136-10.1.5 for a Permanent Professional Teaching Certificate.

10.3.2. School Nurse. - A Professional Student Support Certificate is issued to eligible applicants for School Nurse.

a. Temporary Professional Student Support Certificate. - A Professional Student Support Certificate is issued for School Nurse to an applicant who meets the requirements specified in §126-136-10.1.1.a for a Temporary Teaching Certificate.

b. Initial Professional Student Support Certificate. - The Initial Professional Student Support Certificate valid for three years is issued for School Nurse to an applicant who meets the following criteria: 1) bachelor's degree in nursing from an accredited institution of higher education as defined in §126-136-4.5; **AND** 2) holds a valid Registered Nurse, hereinafter (R.N.) license issued by the West Virginia Board of Examiners; **AND** 3) successful completion of an accredited School Nurse Program; **OR** 1) holds a master's degree in nursing from an accredited institution of higher education as defined in §126-136-4.5; **AND** 2) holds a valid R.N. license issued by the West Virginia Board of Examiners; **AND** 3) holds a valid national certification in school nursing from the National Board for Certification of School Nurses, Inc.; **OR** 1) holds a master's degree in nursing from an accredited institution of higher education as defined in §126-136-4.5; **AND** 2) holds a valid R.N. license issued by the West Virginia Board of Examiners; **AND** 3) holds a valid national certification in an area recognized by WVDE for School Nurse that includes, but is not limited to: school nurse practitioner, pediatric nurse practitioner, family nurse practitioner, clinical specialist in community health nursing, clinical specialist in child and adolescent psychiatric and mental health nursing, and advanced nursing administration.

A. Exceptions. - A School Nurse who is employed on a Full-Time/First Class Permit (Refer to §126-136-11.1.5) is not required to have a minimum of a bachelor's degree for issuance of the original Permit. Evidence of a valid R.N. license issued by the West Virginia Board of Examiners is required.

c. Professional Student Support Certificate. - A Professional Student Support Certificate valid for five years is issued for School Nurse to an applicant who meets the requirements listed in §126-136-10.4.1 for a Professional Five-Year Teaching Certificate.

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d. Professional Permanent Student Support Certificate. - A Permanent Student Support Certificate is issued for School Nurse to an applicant who meets the requirements listed in §126-136-10.1.5 for a Permanent Professional Teaching Certificate.

10.3.3. School Psychologist. - A Professional Support Certificate is issued to eligible applicants for School Psychologist.

a. Temporary Professional Student Support Certificate. - A Temporary Professional Student Support Certificate is issued for School Psychologist to an applicant who meets the requirements listed in §126-136-10.1.1 for a Temporary Teaching Certificate.

b. Initial Professional Student Support Certificate. - The Initial Professional Student Support Certificate is issued for School Psychologist to an applicant who completes and approved master's degree in a field related to education from an accredited institution of higher education as defined in §126-136-4.5.

c. Professional Student Support Certificate. - A Professional Student Support Certificate valid for five years is issued for School Psychologist to an applicant who meets the requirements listed in §126-136-10.4.1 for a Professional Five-Year Teaching Certificate.

d. Professional Permanent Student Support Certificate. - A Professional Permanent Student Support Certificate for School Psychologist is issued to an applicant who meets the requirements listed in §126-136-10.1.5 for a Professional Permanent Teaching Certificate.

10.3.4. Speech-Language Pathologist. - A Professional Student Support Certificate is issued for eligible applicants for Speech-Language Pathologist.

a. Temporary Student Support Certificate. - A Temporary Professional Student Support Certificate is issued for Speech-Language Pathologist to an applicant who meets the requirements listed in §126-136-10.1.1 for a Temporary Teaching Certificate.

b. Initial Professional Student Support Certificate. - The Initial Professional Student Support Certificate valid for three years is issued for Speech-Language Pathologist to an applicant who earns a master's degree by completing an approved program in Speech-Language Pathology from an accredited institution of higher education as defined in §126-136-4.5.

c. Professional Student Support Certificate. - A Professional Student Support Certificate valid for five years for Speech-Language Pathologist is issued to an applicant who meets the requirements listed in §126-136-10.1.4 for a Professional Five-Year Teaching Certificate.

d. Professional Permanent Student Support Permanent Certificate. - A Professional Permanent Student Support Permanent Certificate is issued for Speech-Language

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Pathologist to an applicant who meets the requirements listed in §126-136-10.1.5 for a Permanent Professional Teacher Certificate.

10.3.5. Attendance Director. - A Professional Support Certificate is issued to eligible applicants for Attendance Director.

a. Temporary Professional Student Support Certificate. - A Temporary Professional Student Support Certificate is issued for Attendance Director to an applicant who meets the requirements listed in §126-136-10.1.1 for a Temporary Teaching Certificate.

b. Initial Professional Student Support Certificate. - The initial Professional Student Support Certificate valid for three years is issued for Attendance Director to an applicant who completes an approved Social Services and Attendance Program from an accredited institution of higher education as defined in §126-136-4.5.

c. Professional Student Support Certificate. - A Professional Student Support Certificate valid for five years for Attendance Director is issued to an applicant who meets the requirements listed in §126-136-10.1.4 for a Professional Five-Year Teaching Certificate.

d. Professional Permanent Student Support Certificate. - A Professional Student Support Certificate valid for five years for Attendance Director is issued to an applicant who meets the requirements listed in §126-136-10.1.5 for a Permanent Professional Teaching Certificate.

10.4. Professional Student Support Certificate: Renewal, Five-Year and Permanent.

10.4.1. Renewal of the Professional Student Support Certificate. - The application for renewal of the Professional Student Support Certificate for School Counselor, School Nurse, School Psychologist, Speech-Language Pathologist or Attendance Director must be submitted after January 1 of the year in which the license expires. The applicant for licensure must submit evidence of satisfying the following:

a. College/University Coursework. - Completed six semester hours of appropriate college/university coursework related to the public school program as defined in §126-136-9.6.6. The coursework must reflect a 3.0 GPA 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 and meet one or a combination of the following options: 1) courses relevant to a master's degree in a curriculum related to the public school program; 2) courses related to improvement of instruction and the applicant's current endorsement area(s); 3) courses needed to qualify for an additional endorsement; or 4) credit prescribed by the county as a result of an applicant's evaluation; **OR**

b. M.A. plus 30 Salary Classification. - Holds a minimum of a master's plus 30 salary classification based on the awarding of a master's degree; **OR**

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c. Age 60. - Has reached 60 years of age and presents a photocopy of the birth certificate; **AND**

d. Recommendation of Superintendent. - If the candidate is currently employed by a county board of education, the candidate must receive the recommendation of the employing county's superintendent. If the educator is not employed by a West Virginia county school system, then s/he must secure a recommendation from his/her most recent education supervisor provided that such employment severance does not exceed one year. If employment in an educational setting is greater than one year, s/he must secure the recommendation from the current employer or community leader.

10.4.2 Professional Five-Year Student Support Certificate. - The applicant for licensure must submit evidence of satisfying the following:

a. College/University Coursework. - Six semester hours of appropriate college/university coursework reflecting a 3.0 GPA and related to the public school program as defined in §126-136-9.6.7, unless the applicant holds a minimum of a M.A. plus 30 salary classification based on the awarding of a master's degree. The coursework 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**

b. Experience. - Two years of experience within one or a combination of the endorsements on the Initial Professional Student Support Certificate; **AND**

c. Recommendation of Superintendent. - If the candidate is currently employed by a county board of education, the candidate must receive the recommendation of the employing county's superintendent. If the educator is not employed by West Virginia county school system, then s/he must secure a recommendation from his/her most recent education supervisor provided that such employment severance does not exceed one year. If employed in an educational setting is greater than one year, s/he must secure the recommendation from the current employer or community leader.

d. Validity Period. - The Professional Student Support Certificate valid for five years shall expire on June 30 of the last year of its validity.

10.4.3. Permanent Professional Student Support Certificate. - The applicant for licensure must submit evidence of satisfying the following:

a. Professional Five-Year Student Support Certificate. - Hold or be eligible for the Professional Student Support Certificate valid for five years; **AND**

b. Master's Degree. - Hold a master's degree related to the public school program as defined in §126-136-9.6.6; **AND**

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

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d. Out-of-State Candidates. - Refer to §126-136-16 for criteria; **OR**

e. Professional Five-Year Student Support Certificate. - Hold a Professional Student Support Certificate valid for five years; **AND**

f. Two Renewals. - Renew the Professional Student Support valid for five years two times based on: 1) six semester hours of appropriate renewal credit reflecting a 3.0 GPA; or 2) a minimum of a master's plus 30 salary classification based on the awarding of a master's degree; or 3) age 60; **AND**

g. Recommendation of Superintendent. - If the candidate is currently employed by a county board of education, the candidate must receive the recommendation of the employing county's superintendent. If the educator is not employed by a West Virginia county school system, then s/he must secure a recommendation from his/her most recent education supervisor provided that such employments severance does not exceed one year. If employed in an educational setting is greater than one year, s/he must secure the recommendation from the current employer or community leader.

h. Validity Period. - The Permanent Professional Student Support Certificate shall remain valid unless surrendered, suspended or revoked.

10.5. Career/Technical Education Certificate.

10.5.1. Temporary Career/Technical Education Certificate.

a. General Criteria. - A non-renewable Temporary Career/Technical Education Certificate may be issued to an educator who is seeking West Virginia licensure via the experienced educator provisions specified in §126-136-10.1.1.a for a educator who has not passed the required tests in Basic Skills and/or Content or holds the required industry recognized credential. To upgrade this license to the Career/Technical Education Certificate, the educator must pass all required tests.

b. For certification in Technical and Industrial, Health Occupations, Cooperative Education, Criminal Justice, Firefighting and Emergency Services, Occupation Home Economics, or Pre-Engineering, refer to §126-136-11.3.2.

c. For certification in Agriculture, Business Education, Family and Consumer Sciences or Marketing, the applicant must meet the requirements for the Initial Professional Teaching Certificate specified in §126-136-10.1.2.

10.5.2. Initial Career/Technical Education Certificate.

a. General Criteria. - A Career/Technical Education Certificate for teaching in a career/technical education 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

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accredited institution of higher education as defined in §126-136-4.5; and has completed: 1) the general requirements specified in §126-136-9; 2) the minimum GPA specified in §126-136-9.8, if applicable; 3) the work and training experience required for issuance of the Career/Technical Education Permit; 4) the tests specified in §126-136-9.9; and Appendix B; and 5) the appropriate conditions for issuance identified in §126-136-10.5.2.c. A Career/Technical Education Teaching Certificate may be issued in the career/technical education specializations identified in Appendix A. The Career/Technical Education Teaching Certificate shall be endorsed to indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools.

b. **Validity Period.** - The Career/Technical Education Certificate shall be valid for no more than five years and shall expire on June 30 of the last year of its validity.

c. **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 with a 3.0 GPA 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 Career/Technical Education Permit; **AND**

C. **Industry Recognized Credentials.** - For each career/technical education area of specialization, the alternatively certified teacher hired after June 18, 2003, must: 1) hold and maintain the industry recognized credential when such credential exists; **AND** 2) attain additional certification or endorsements required by the credentialing agency for the program of study in which the alternatively certified teacher is currently teaching; **AND**

D. **Recommendation of the Superintendent.** - If the candidate is currently employed by a county board of education, the candidate must receive the recommendation of the employing county's superintendent. If the educator is not employed by a West Virginia county school system, then s/he must secure a recommendation from his/her most recent education supervisor provided that such employment severance does not exceed one year. If employment in an educational setting is greater than one year, s/he must secure the recommendation from the current employer or community leader; **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 Career/Technical Education Certificate. Both the Out-of-State Certificate and the experience must be in the specialization(s) for which West Virginia licensure is requested.

10.5.3. **Renewal of the Career/Technical Education Certificate.** - The applicant for licensure must submit evidence of satisfying the following:

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a. College/University Coursework. - Six semester hours of appropriate college/university coursework related to the public school program, as defined in §126-136-9.6.6, reflecting a 3.0 GPA. The coursework 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**

b. M.A. plus 30 Salary Classification.- Hold a minimum of a master's plus 30 salary classification based on the awarding of a master's degree; **OR**

c. Age 60. - Has reached 60 years of age and presents a photocopy of the birth certificate; **AND**

d. Recommendation of Superintendent. - If the candidate is currently employed by a county board of education, the candidate must receive the recommendation of the employing county's superintendent. If the educator is not employed by a West Virginia county school system, then s/he must secure a recommendation from his/her most recent education supervisor provided that such employment severance does not exceed one year. If employment in an educational setting is greater than one year, s/he must secure the recommendation from the current employer or community leader.

10.5.4. Permanent Career/Technical Education Certificate. - The applicant for licensure must submit evidence of satisfying the following:

a. Five Year Certificate. - Hold or be eligible for the Career/Technical Education Certificate valid for five years; **AND**

b. Master's Degree. - Hold an earned master's degree related to the public school program as defined in §126-136-4.42; **AND**

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

d. Five Year Certificate. - Hold a Career/Technical Education Certificate valid for five years; **AND**

e. Two Renewals. - Renew the Career/Technical Education Certificate valid for five years two times based on: 1) six semester hours of appropriate renewal credit reflecting a 3.0 GPA; or 2) a minimum of a M.A. plus 30 salary classification based on the awarding of a master's degree; or 3) age 60; **AND**

f. Recommendation of Superintendent. - If the candidate is currently employed by a county board of education, the candidate must receive the recommendation of the employing county's superintendent. If the educator is not employed by a West Virginia county school system, then s/he must secure a recommendation from his/her most recent education supervisor provided that such employment severance does not exceed one year. If employment

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in a educational setting is greater than one year, s/he must secure the recommendation from the current employer or community leader.

g. **Validity Period.** - The Permanent Career/Technical Education Certificate shall remain valid unless surrendered, suspended or revoked.

§126-136-11. Permits Issued to Professional Educators.

11.1. **First-Class/Full-Time Permit for Professional Teaching and Student Support Personnel.**

11.1.1. **General Criteria.** - The First-Class/Full-Time Permit for Professional Teaching and Student Support Personnel may be issued for any specialization recognized on the Professional Teaching and Support Certificate. An Initial First-Class/Full-Time Permit for Professional Teaching and Student Support Personnel 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 §126-136-4.5; 2) the general requirements specified in §126-136-9.1.1; 3) the minimum GPA specified in §126-136-9.8; and 4) the conditions for issuance specified in §126-136-11.1.3.

11.1.2. **Validity Period.** - The First-Class/Full-Time Permit for Professional Teaching and Student Support Personnel 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.

11.1.3. **Conditions for Issuance.** - The applicant for the First-Class/Full-Time Permit for Professional Teaching and Student Support Personnel must submit evidence of satisfying the following:

a. **College/University Coursework.** - For all endorsement areas except school psychologist, 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. For the endorsement area of school psychologist, verification by the designated official at the institution of higher education through which the program is being completed that the applicant has completed 70% of the state approved program in the specialization 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, and has been hired for the position.

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11.1.4. Five Year Limit. - All requirements for the Professional Teaching or Student Support Certificate must be completed within five years of the original issuance of the First-Class/Full-Time Permit for Professional Teaching and Student Support Personnel. The position held by an educator issued a First-Class/Full-Time Permit for Professional Teaching and Student Support Personnel is not subject to posting provided the educator meets the annual renewal requirements specified in §126-136-11.2 and completes the state approved program within five years. The State Superintendent may extend the five-year limit, if extenuating circumstances as identified in §126-136-14.4.2, warrant the extension.

11.1.5. Exception for a School Nurse. - A school nurse who is employed on a First-Class/Full-Time Permit or Authorization for School Nurse is not required to have a minimum of a bachelor's degree. The applicant must provide evidence of holding a Nursing Diploma or Associate Degree in Nursing and hold a valid registered nurse license issued by the West Virginia Board of Examiners.

11.2. Renewal of the First Class/Full Time Permit for Professional Teaching and Student Support Personnel.

11.2.1. Conditions of Issuance. - The holder of a First-Class/Full-Time Permit for Professional Teaching and Student Support Personnel who continues to be employed in the specialization reflected in the Permit must submit evidence of satisfying the following:

a. College/University Coursework. - Completion of six semester hours of required coursework from an accredited institution of higher education as defined in §126-136-4.5 reflecting a minimum 3.0 GPA within the institution; **AND**

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

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

11.2.2. Extenuating Circumstances for which the First-Class/Full-Time Permit for Professional Teaching and Student Support Personnel may be issued.

a. The State Superintendent may extend the five-year limit if extenuating circumstances, as identified in §126-136-14.4.2, warrant the extension. A county superintendent may request, in writing to the State Superintendent, an extension of the First-Class/Full-Time Permit for Professional Teaching and Student Support Personnel for an employee, including the county superintendent, who meets one of the three extenuating circumstances described in §126-136-14.2. The superintendent's letter must be accompanied by the appropriate application and processing fee. The State Superintendent shall render a decision; however, the permit may not be extended beyond one school year or more than once.

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A. 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 coursework was available during the school year; **OR**

B. The county superintendent shall submit the applicant's description of how a major hardship other than illness prevented the applicant from completing the required coursework.

11.3. First-Class/Full-Time Permit for Career/Technical Education.

11.3.1. Issuance of the Initial First-Class/Full-Time Permit for Career/Technical Education.

a. **General Criteria.** - A First-Class/Full-Time Permit for Career/Technical Education for teaching in a career/technical education 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 §126-136-4.5; and has completed 1) the general requirements specified in §126-136-9; 2) the minimum GPA specified in §126-136-9.8, if applicable; and 3) the conditions for issuance identified in §126-136-11.3.1.c.

b. **Validity Period.** - The First-Class/Full-Time Permit for Career/Technical Education 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 First-Class/Full-Time Permit for Career/Technical Education valid until June 30 of the following school year. This is to allow completion of the required coursework prior to making application for the initial career/technical certificate.

c. **Common Conditions for Issuance.** - The applicant for the First-Class/Full-Time Permit for Career/Technical Education must submit evidence of satisfying the following common conditions for issuance **AND** the appropriate content specific conditions for issuance identified in §126-136-11.3.2;

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 as identified in Appendix B or one of the exemptions identified in §126-136-10.1.2.c.F; **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. **Industry Recognized Credential.** - For each career/technical education area of specialization, the alternatively certified teacher hired after June 18, 2003, must hold and maintain the industry recognized credential required for the program to meet the

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standards for accreditation or certification or approval set by the industry recognized organization or agency providing such accreditation, where available; and/or for the awarding of industry recognized credential to students or for the qualifications of students to sit for the credentialing examinations, where available; and/or to demonstrate program quality or to fulfill all program requirements; **AND**

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

11.3.2. Conditions for Issuance of First-Class/Full-Time Permit for Career/Technical Education. - The applicant for the First-Class/Full-Time Permit for Career/Technical Education must submit evidence of satisfying the common conditions for issuance specified in §126-136-11.3.1.c and the following criteria for the specialization for which licensure is requested:

a. Technical and Industrial.

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 **AND** complete two years (4,000 clock hours) of satisfactory and reasonably continuous work experience in the area for which licensure is requested; **OR**

C. Technical Associate Degree. - Hold a Technical Associate Degree in an area related to the specialization **AND** complete two (2) years (4,000 clock hours) of satisfactory and reasonably continuous work experience in the area for which licensure is requested.

D. Technical and Industrial Education Program. - Complete an approved technical or industrial education program in the specialization for which licensure is requested. Each full year of training may count for one-half year toward the six years of required work experience.

b. Health Occupations.

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 as a registered professional nurse. A minimum of one year must involve "patient-side" nursing care in a long term, intermediate or

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acute care clinical facility such as a nursing home or hospital. A maximum of two years of teaching, supervisory or administrative experience in nursing may count toward the three years. The most recent experience must have been within the past three years and beyond the training period as a nurse.

B. Health Assistant and Nursing Aide.

(a) License. - Hold a valid license as a registered nurse in West Virginia with a minimum of a Nursing Diploma/Associate Degree; **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. One year (2,000 clock hours) of experience in long term care (e.g. nursing home) is required to teach a program that will result in Certified Nursing Assistant licensure for students. This requirement is based upon the Office of Health Facility Licensure and Certification, hereinafter OHFLAC, regulations that lead to certification.

C. Medical Assistant.

(a) Certification. - Hold a valid certificate from the American Association of Medical Assistants, hereinafter AAMA, or a valid certificate from the American Medical Technologist Association, hereinafter AMTA; **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 certificate from the AMTA, the American Society of Clinical Pathology, hereinafter ASCP, or the International Society for Clinical Lab Technology, hereinafter ISCLT; **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.

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(a) Certification. - Hold a valid certificate from the Dental Assistant National Board, hereinafter DANB; **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 certificate from the National Board for Certification, hereinafter NCB; **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 Career/Technical Education Certificate or a Professional Teaching Certificate endorsed for a technical and industrial specialization; consumer/homemaking, agriculture, marketing, technology education, health occupations 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; **AND**

C. Coursework. - Complete nine semester hours of coursework in marketing education and/or coordination of cooperative programs in career/technical education as specified by the WVDE.

d. Criminal Justice.

A. Wage-Earning Experience. - Complete four years (8,000 clock hours) of satisfactory and reasonable continuous wage-earning experience in the criminal justice field; **OR**

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OR

B. Degree. - Hold a bachelor's degree in the criminal justice field

C. Degree. - Hold a bachelor's degree in Social Studies Education with a minor in criminal justice; **OR**

D. Degree - Hold an associate degree in the criminal justice field and complete two years (4,000 clock hours) of satisfactory and reasonably continuous wage-earning work experience in the criminal justice field.

e. Firefighting and Emergency Services.

A. License. - Hold a current West Virginia EMT or Paramedic License and a current Cardiopulmonary Resuscitation, hereinafter CPR, Instructor Certification and a current Emergency Medical Technician, hereinafter EMT, Instructor Certification, including documentation of completion of the field based experience in fire instruction and EMT instructor training; **AND**

B. Experience. - Complete four years (8,000 clock hours) of satisfactory recent work experience with a combination of fire service and EMT experience, which may include emergency room or emergency medical care; **AND**

C. Test. - Test scores reflecting a minimum of 85% on the National Registry or West Virginia EMT certification or re-certification examination and on the West Virginia State Fire Commission approved exam for the Fire Fighter 1 and Fire Fighter 2 or the National Fire Protection Association, hereinafter NFPA 1001 National Certification Exam.

f. 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.

g. Pre-Engineering.

A. Degree. - Hold a bachelor's degree in engineering; **AND**

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

C. Professional Development. - Must complete the *Project Lead the Way* training sponsored or approved by WVDE for each course taught.

11.3.3. Renewal of the First-Class/Full-Time Permit for Career/Technical Education.

a. First Renewal: Conditions for Issuance. - The holder of a Full-Time Career/Technical Education Permit who continues to be employed must submit evidence of satisfying the following:

A. Content Written and Performance Tests. - The first renewal of the Career/Technical Education Permit requires passage of the written and performance sections of the content specialization test identified in Appendix B, if applicable; **AND**

B. College/University Coursework. - 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 GPA 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.

b. Subsequent Renewal/s: Conditions for Issuance. - The holder of a Full-Time Career/Technical Education Permit who continues to be employed must submit evidence of satisfying the followings:

A. College/University Coursework. - 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 GPA within the institution of higher education's state approved program; **AND**

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

11.4. First-Class/Full-Time Permit for Administrators.

11.4.1. Initial First-Class/Full-Time Permit for Administrators.

a. General Criteria.-The Initial First-Class/Full-Time Permit endorsed for Principal, General Supervisor, or Superintendent 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 §126-136-4.5; 2) the general requirements specified in §126-136-9; 3) the minimum GPA specified in §126-136-9.8; 4) three years of

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managements level experience; 5) education and training in evaluation skills through the WV Center for Professional Development or equivalent training approved by the WVBE; and 6) the conditions for issuance specified in §126-136-11.4.1.c.

b. **Validity Period.** - The First-Class/Full-Time Permit for Administrators 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.

c. **Conditions for Issuance.** - The applicant for the First-Class/Full-Time Permit for Administrators must submit evidence of satisfying the following:

A. **College/University Coursework.** - 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.** - Receive the recommendation of the county superintendent verifying that the applicant is the most qualified candidate for the position, or, if the candidate for the permit is a county superintendent, receive a recommendation and verification of employment from the county board of education.

D. **Time Limitations.** - All requirements for the Professional Administrative Certificate endorsed for Principal or Supervisor of Instruction must be completed within five years of the original issuance of the First-Class/Full-Time Permit for Administrators as specified in W.Va. Code §18A-4-7a. All requirements for the Professional Administrative Certificate endorsed for Superintendent must be completed within three years of the original issuance of the First-Class/Full-Time Permit for Administrators as specified in W.Va. Code §18-4-2. If required coursework is not available, the county superintendent may request an extension of the First-Class/Full-Time Permit for Administrators as specified in §126-136-14. 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 §126-136-11.4.3 and completes the state approved program.

11.4.2. Renewal of the First-Class/Full-Time Permit for Administrators.

a. **Conditions for Issuance.** - The holder of a First-Class/Full Time Permit for Administrators who continue to be employed in the specialization(s) reflected on the permit must submit evidence of satisfying the following:

A. **College/University Coursework.** - 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

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GPA within the institution of higher education's state approved program in the specialization for which the permit is requested; **AND**

B. Recommendation. - Receive the recommendation of the county superintendent in the county in which the applicant is employed or, if the candidate for the permit is a county superintendent, receive a recommendation and verification of continued employment and satisfactory performance from the county board of education as specified in W. Va. Code §18-4-2.

11.4.3. Extension of the First-Class/Full-Time Permit for Administrators for Extenuating Circumstances. - The First-Class/Full-Time Permit endorsed for Principal, Supervisor of Instruction or Superintendent may be extended as indicated in §126-136-14 as long as the time frames specified in §126-136-11.4.1.c.D. are not exceeded.

11.5. First-Class/Full-Time Permit for Community Program Personnel.

11.5.1. First-Class/Full-Time Permit for Community Program Personnel.

a. General Criteria. - First-Class/Full-Time Permit for Community Program Personnel may be issued to an individual employed by a community program as defined in §126-136-4.19 who has completed: 1) bachelor's degree or associate degree as identified in §126-136-4.1 and §126-136-4.2 through an accredited institution of higher education as defined in §126-136-4.5; 2) the general requirements specified in §126-136-9; 3) the minimum GPA specified in §126-136-9.8; and 4) the conditions for issuance specified in §126-136-11.5.1.c.

b. Validity Period. - The First-Class/Full-Time Permit for Community Program Personnel 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 First-Class/Full Time Permit for Community Programs valid until June 30 of the following year.

c. Conditions for Issuance. - The applicant for the Initial First-Class/Full-Time Permit for Community Program Personnel must submit evidence of satisfying the following:

A. Employment. - Verification of employment by a community program as defined in §126-136-4.19; **AND**

B. College/University Coursework. - Verification of completion of a degree in elementary, child and family studies with an emphasis on early childhood education or child development, **OR** a Board of Regents degree with a specialization in early childhood/child development **OR** an Associate of Arts degree in child development/early childhood or occupational development with an emphasis on child development/early childhood **AND** one year of teaching experience in early education; **AND**

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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 Teaching Certificate endorsed for early education, elementary education, preschool education, or preschool special needs must be completed within five years of the original issuance of the First-Class/Full-Time Permit for Community Programs.

(a). Early Education. - Early education must be taken in combination with elementary education, preschool education or preschool special needs.

(b). Preschool Special Needs. - Preschool special needs must be taken in combination with elementary education, or early education, or preschool education.

(c). Stand-alone programs. - Elementary education and preschool education may be taken as stand-alone programs at some institutions of higher education.

11.5.2. Renewal of the First-Class/Full-Time Permit for Community Program Personnel.

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

b. College/University Coursework. - Completion of six semester hours of college/university for which the permit is issued; **AND** credit reflecting a 3.0 GPA within the institution of higher education's state approved program in any specialization.

c. Recommendation of the Institution of Higher Education. - Verification by the designated official at an accredited institution of higher education as defined in §126-136-4.53 through which the program is being completed that the coursework completed is part of the state approved program; **AND**

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

11.6. Substitute Permits for Professional Educators.

11.6.1. Short-Term Substitute Permit for Teaching, Support and Administrative Personnel.

a. General Criteria. - The Initial Short-Term Substitute Permit endorsed for general substitute may be granted to an individual who is temporarily replacing the educator

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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 §126-136-4.5, or a minimum of a Nursing Diploma/Associate Degree and a valid West Virginia R.N. license; 2) the general requirements specified in §126-136-9; 3) a minimum GPA of 2.0; and 4) the conditions for issuance specified in §126-136-11.6.1.c. A short-term substitute is one who fills a position for 30 days or fewer.

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

c. **Conditions for Issuance.** - The applicant for the Short-Term Substitute Permit must submit evidence of satisfying the following:

A. **Verification of successful completion of 18 clock hours of training provided or authorized by the employing county to include but not be limited to classroom management, state and local policies, content standards and objectives, and an overview of school law to include reporting requirements for suspected child abuse.** The eighteen clock hours of training may include no more than six clock hours of classroom observation and must have been completed no more than one year prior to the date the application is received by the local education agency. Completion of clinical practice at a West Virginia institution of higher education approved by the WVBE to offer teacher education programs may be used in lieu of the training. The clinical practice must have been completed no more than one year prior to the date the application is received by the local education agency;
AND

B. **Recommendation of Superintendent.** - Recommendation of the county superintendent in the county in which the applicant is employed.

11.6.2. Renewal of the Short-Term Substitute Permit.

a. **Verification of Training.** - Verification of successful completion of 12 clock hours of in-service training provided or authorized by the employing county to include but not be limited to classroom management and teaching strategies. The 12 clock hours of renewal training may include no more than three clock hours of classroom observation and must be completed subsequent to the issuance of the permit being renewed and within the five-year-period immediately preceding the date of application; **OR**

b. **Complete six semester hours of coursework from a regionally accredited institution of higher education as defined in §126-136-4.53.** The coursework must be pertinent to the areas of specialization and completed subsequent to the issuance of the permit being renewed and within the five-year-period immediately preceding the date of application;
AND

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

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11.6.3. Long-Term Substitute Permit for Teaching, Support and Administrative Personnel.

a. **General Criteria.** - The Initial Long-Term Substitute Permit endorsed for any specialization recognized on the Professional Teaching or Support Certificate may be granted to an individual who is temporarily replacing the professional 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 §126-136-4.5, or a minimum of a Nursing Diploma/Associate Degree and a valid West Virginia R.N. license; 2) the general requirements specified in §126-136-9; 3) a minimum GPA of 2.0; and 4) the conditions for issuance specified in §126-136-11.6.3.c. A long-term substitute is one who fills a position for more than 30 days.

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

c. **Conditions for Issuance.** - The applicant for Long-Term Substitute Permit must submit evidence of satisfying the following:

A. **Verification of successful completion of 18 clock hours of training provided or authorized by the employing county to include but not be limited to classroom management, state and local policies, content standards and objectives, and an overview of school law to include reporting requirements for suspected child abuse.** The 18 clock hours of training may include no more than six clock hours of classroom observation and must have been completed no more than one year prior to the date the application is received by the local education agency. Completion of clinical practice at a West Virginia institution of higher education approved by the WVBE to offer teacher education programs may be used in lieu of the training. The clinical practice must have been completed no more than one year prior to the date the application is received by the local education agency; **AND**

B. **College/University Coursework.** - 12 semester hours of coursework from an accredited institution of higher education as defined in §126-136-4.5 in any specialization area recognized on the Professional Teaching or Support Certificate; **AND**

C. **Recommendation of Superintendent.** - Recommendation of the county superintendent in the county in which the applicant is employed; **OR**

D. **Hold 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(s) for which the Substitute Permit is requested;** **AND**

E. **Recommendation of Superintendent.** - Recommendation of the county superintendent in the county in which the applicant is employed.

11.6.4 Renewal of the Long-Term Substitute Permit for Teaching, Support and Administrative Personnel.

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a. **Verification of Training.** - Verification of successful completion of 12 clock hours of in-service training provided or authorized by the employing county to include but not be limited to classroom management and teaching strategies. The 12 clock hours of renewal training may include no more than three clock hours of classroom observation and must have been completed subsequent to the issuance of the permit being renewed and within the five-year-period immediately preceding the date of application; **OR**

b. Complete six semester hours of coursework from an accredited institution of higher education as defined in §126-136-4.5. The coursework must be pertinent to the areas of specialization and completed subsequent to the issuance of the permit being renewed and within the five-year-period immediately preceding the date of application; **AND**

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

11.6.5. Substitute Permit for Applicants with a Valid West Virginia Professional Certificate.

a. **Substitute Permit Applicants with a Valid West Virginia Professional Certificate.** - Any applicant with a valid West Virginia Professional Certificate may apply for a Long-Term Substitute Permit for any specialization area(s) for which s/he qualifies in accordance with §126-136-11.6.3 without completing the initial 18 clock hours of training.

b. **Renewal of the Substitute Permit issued to Applicants with Valid West Virginia Professional Certificates.** - If the applicant keeps the West Virginia Professional Certificate valid, s/he is not required to complete the 12 clock hours of renewal training when renewing the Long-Term Substitute Permit provided all other requirements are met.

11.6.6. Initial Substitute Career/Technical Education Permit.

a. **General Criteria.** - A Substitute Career/Technical Education Permit for teaching in a Career/Technical Education 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 §126-136-4.5; and has completed: 1) the general requirements specified in §126-136-9; 2) the minimum GPA specified in §126-136-9.8, if applicable; 3) the common conditions for issuance identified in §126-136-11.6.6.c; and 4) the appropriate content-specific conditions for issuance identified in §126-136-11.6.6.d.

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

c. **Common Conditions for Issuance.** - The applicant for the Substitute Career/Technical Education Permit must submit evidence of satisfying all of the following common conditions for issuance **AND** the appropriate content specific conditions for issuance identified in §126-136-11.6.6.d:

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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. Verification of successful completion of 18 clock hours of training provided or authorized by the employing county to include but not be limited to classroom management, state and local policies, instructional goals and objectives, and an overview of school law to include reporting requirements for suspected child abuse. The 18 clock hours of training may include no more than six clock hours of classroom observation; **AND**

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

d. Content Specific Conditions for Issuance. - The applicant for the Substitute Career/Technical Education 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 Technical and Industrial 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 **AND** complete two years (4,000 clock hours) of satisfactory and reasonably continuous work experience in the area for which licensure is requested; **OR**

(c) Technical Associate Degree.- Hold a Technical Associate Degree in an area related to the specialization **AND** complete two (2) years (4,000 clock hours) of satisfactory and reasonably continuous work experience in the area which licensure is requested.

(d) Technical and Industrial Education Program. - Complete an approved technical or 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.

B. For Health Occupations Related Specializations. - An applicant requesting a Substitute Career/Technical Education Permit shall meet the requirements for issuance of the First-Class/Full-Time Career/Technical Education Permit as stipulated in §126-136-11.3.2.b.

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C. For Occupational Home Economics. - An applicant requesting a Substitute Career/Technical Education Permit shall meet the requirements for issuance of the First-Class/Full-Time Career/Technical Education Permit as stipulated in §126-136-11.3.2.f.A-C.

D. For Criminal Justice. - An applicant requesting a Substitute Career/Technical Education Permit shall meet the requirements for issuance of the First-Class/Full-Time Career/Technical Education Permit as stipulated in §126-136-11.3.2.d.A-D.

E. For Firefighting and Emergency Services. - An applicant requesting a Substitute Career/Technical Education Permit shall meet the requirements for issuance of the First-Class/Full-Time Career/Technical Education Permit as stipulated in §126-136-11.3.2.e.A-C.

F. For Pre-Engineering. - An applicant requesting a Substitute Career/Technical Education Permit shall meet the requirements for issuance of the First-Class/Full-Time Career/Technical Education Permit as stipulated in §126-136-11.3.2.g.A-C.

G. For Coordinator of Cooperative Education. - An applicant requesting a Substitute Career/Technical Education Permit shall meet the requirements for issuance of the First-Class/Full-Time Career/Technical Education Permit as stipulated in §126-136-11.3.2.c.A-C.

11.6.7. Renewal of Substitute Career/Technical Education Permit.

a. Conditions for Issuance. - The holder of a Substitute Career/Technical Education Permit must submit evidence of satisfying the following:

A. Verification of Training. - Verification of successful completion of 12 clock hours of in-service training provided or authorized by the employing county to include, but not be limited to, classroom management and teaching strategies. The 12 clock hours of renewal training may include no more than three clock hours of classroom observation and must have been completed subsequent to the issuance of the permit being renewed and within the five-year period immediately preceding the date of application; **AND**

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

C. Existing Substitute Career/Technical Education Permits. - Substitute Career/Technical Education Permit issued under previous regulations may be renewed provided the educator completes the renewal requirements identified in §126-136-11.6.7.a or meets the previous renewal requirements of earning six semester hours reflecting a 3.0 GPA within a college's approved program. An applicant may use the course credit renewal option only once to renew a previously issued Career/Technical Education Substitute Permit. The credit must have been earned subsequent to the effective date of the Career/Technical Education

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Substitute Permit issued under previous guidelines and within the five-year period immediately preceding the date of application.

11.7. Adult Licenses.

11.7.1. Initial Adult Licenses and Renewal.

a. 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 §126-136-4.5; and has completed 1) the general requirements specified in §126-136-9; 2) the minimum GPA specified in §126-136-9.8, if applicable; and 3) the conditions for issuance identified for the specialization requested.

b. Validity Period. - The Adult License endorsed for Adult Basic Education, Emergency Medical Technician (Public Service Training), or Fire Service Training (Public Service Training) 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 Part-Time Permit endorsed for Industrial, Technical, Health Occupations, Occupational Home Economics, Business, Marketing and the special interest specializations shall be issued permanently.

11.7.2. Initial Adult License Endorsed for Adult Basic Education.

a. The applicant for Initial Adult License Endorsed for Adult Basic Education must submit evidence of satisfying the following:

A. A bachelor's degree from an accredited institution of higher education as defined in §126-136-4.5; **AND**

B. Completion of the general requirements specified in §126-136-9; **AND**

C. The minimum GPA specified in §126-136-9.8; **AND**

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

b. The applicant for renewal of the Adult License Endorsed for Adult Basic Education must submit evidence of satisfying the following:

A. College/University Coursework. - Six semester hours of college/university coursework reflecting a 3.0 GPA and prescribed for issuance of a Professional Teaching Certificate or in a program of adult education; **OR**

B. Age 60. - Has reached 60 years of age and presents a photocopy of the birth certificate; **AND**

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C. Professional Development Activities. - Adult basic education professional development activities approved by the licensing agency; **AND**

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

11.7.3. Permanent Adult Part-Time Permit. - The applicant for the Permanent Adult Part-Time Permit for Part-Time Employment endorsed for Technical and Industrial, Health Occupations or Occupational Home Economics must submit evidence of satisfying the following:

a. The general criteria specified in §126-136-11.7.1.a; **AND**

b. Content specified conditions for issuance of a Substitute Career/Technical Education Permit as stipulated in §126-136-11.6.6.d.

11.7.4. Initial EMT Adult Part-Time Permit. - The applicant for the Initial EMT (Public Service Training) Adult Part-Time Permit must submit evidence of satisfying the following:

a. License. - Hold a current EMT or National Registry EMT or Paramedic license; **AND**

b. Experience. - Complete four years of recent volunteer or paid 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 re-certification 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; **AND**

g. Recommendation of Superintendent or RESA Director. - Receive the recommendation of the county superintendent/RESA Director in the county/RESA in which the applicant is employed.

11.7.5. Renewal of the Emergency Medical Technician Adult Part-Time Permit. - The applicant for renewal of the EMT Adult Part-Time Permit must submit evidence of satisfying the following:

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a. License. - Hold current EMT or National Registry EMT or paramedic license; **AND**

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

c. Teaching Experience. - Complete 27 hours of teaching activity in EMS or related courses subsequent to the issuance of the license being renewed; **AND**

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

e. Attend at least three approved instructor seminars subsequent to the issuance of the license being renewed; **AND**

f. Recommendation of the Superintendent or RESA Director. - Receive the recommendation of the county superintendent or RESA Director of the county/RESA in which the applicant teaches or last taught.

11.7.6. Initial Fire Service Training Adult Part-Time Permit. - The applicant for the Initial Fire Service Training (Public Service Training) Adult Part-Time Permit must submit evidence of satisfying the following:

a. Experience. - Complete four years of volunteer or paid work experience in the field of fire service; **AND**

b. Complete approved instructor training program and successfully complete the field-based experience in fire instructor training. Receive verification from the RESA Public Service Coordinator of completion of required training in firefighting, hazardous materials, CPR and First Aid; **AND**

c. Receive the recommendation of the county superintendent or RESA Director. - Receive the recommendation of the county superintendent or RESA Director of the county/RESA in which the applicant teaches or last taught.

11.7.7. Renewal of the Fire Service Training Adult Part-Time Permit. - The applicant for licensure must submit evidence of satisfying the following:

a. Teaching Experience. - Complete 36 hours of teaching activity in an approved fire service or related course subsequent to the issuance of the license being renewed; **AND**

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

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

11.7.8. Permanent Special Interest Adult Part-Time Permit. - The applicant for the Permanent Special Interest Adult Part-Time Permit must submit evidence of satisfying the following:

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

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

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

d. Approved Special Interest Specialization. - Specializations for teaching in an approved special interest course include: aging and retirement, Americanization and citizenship, art and crafts, fine arts, drama and music, parent education, recreation, home-making, languages, computer literacy, sign languages, medical terminology and literature.

11.7.9. Permanent Adult License Endorsed for Business or Marketing. - The applicant for the Permanent Adult License Endorsed for Business or Marketing must submit evidence of satisfying the following:

a. Wage-Earning Experience. - Compete 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.

11.8. Authorizations Issued to Educators.

11.8.1. General Criteria. - An Authorization may be issued to a person who has completed: 1) the minimum of a bachelor's degree or a master's degree as specified in Appendix A through an accredited institution of higher education as defined in §126-136-4.5, if applicable; 2) the general requirements specified in §126-136-9, with the exception of citizenship as noted for coaches; 3) the minimum GPA specified in §126-136-9.8, if applicable; and 4) 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. The Authorization may be issued to an individual who is assigned to a position for which a specialization related to public school instruction or a public school program does not exist on the Professional or Career/Technical Education Certificate.

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11.8.2. 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 surrendered, suspended or revoked.

11.8.3. 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. Out-of-Field Authorization for Teaching.

A. Initial Out-of-Field Authorization for Teaching. - The applicant must submit evidence of satisfying the following:

(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 most qualified or only 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 First-Class/Full-Time Permit.

(f) Extension. - An Out-of-Field Authorization may be extended as indicated in §126-136-14.4.2.

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 Coursework. - Complete six semester hours of college/university coursework reflecting a 3.0 GPA within an institution of

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higher education's state approved program in any or a combination of the specializations 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 coursework 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.

C. Initial Authorization for Alternative Education. - 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) Recommendation of Superintendent. - Receive the recommendation from the county superintendent verifying that the applicant is the most qualified candidate for the position and meets the selection criteria for being able to work with troubled and disruptive youth as established in W.Va. 126CSR20 WVBE Policy 2418, Alternative Education Programs for Disruptive Students, hereinafter Policy 2418.

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

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

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

E. Initial Authorization for Career Major Courses. - To teach each of the cluster major introductory courses identified below, the applicant for licensure must provide evidence of satisfying the following requirements:

(a) Agriculture and Natural Resources. - Hold a Professional Teaching Certificate endorsed for biology, general science or science or a Career/Technical Education Certificate endorsed for forestry or horticulture; **OR**

(b) Foundations in Engineering. - Hold a Professional Teaching Certificate endorsed for physics, comprehensive mathematics, physical science or general science or a Career/Technical Education Certificate endorsed for drafting, electronics, civil technology, or computer systems; **OR**

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(c) Health Care Fundamentals. - Hold a Professional Teaching Certificate endorsed for biology, chemistry, general science or health; **OR**

(d) Human Services, Development and Relationships. - Hold a Professional Teaching Certificate endorsed for health, social studies or occupational home economics or a Career/Technical Education Certificate endorsed for health occupations; **AND**

(e) Professional Development Activities. - Complete WVDE sponsored professional development; **AND**

(f) Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed with verification that there is no available candidate with the required certification.

F. Renewal of the Authorization for Career Major Courses. - The applicant for licensure must provide evidence of satisfying the following:

(a) Foundations in Engineering. - Complete WVDE sponsored professional development activities.

(b) Health Care Fundamentals. - Complete WVDE sponsored professional development activities.

(c) Recommendation of Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed with verification that there is no available candidate with the required certification.

G. 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 24 semester hours of coursework 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.

H. 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 annually of in-service credit offered by the licensing agency; **AND**

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

I. Initial Authorization for Coaching. - 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, hereinafter 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 no break in service may continue to receive an Authorization.

(f) Exemption. - A coach is exempt from meeting the citizenship requirement.

J. 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 WV county 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.

K. Permanent Authorization for Grade Modification. - The applicant for licensure must provide evidence of satisfying the following:

(a) Valid license. - Hold a valid license reflecting an endorsement(s) listed in Appendix C; **AND**

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(b) Recommendation of the Superintendent. - Receive the recommendation of a county superintendent.

L. Initial Authorization for Jobs for West Virginia Graduates Program. - The applicant for licensure must provide evidence of satisfying the following:

(a) Degree. - Hold a minimum of a bachelor's degree from an accredited institution of higher education, as defined in §126-136-4.5; **AND**

(b) Employment. - Is employed as a teacher in the Jobs for West Virginia's Graduates Program; **AND**

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

M. Renewal of the Authorization for Jobs for West Virginia's Graduates Program. - The applicant for licensure must provide evidence of satisfying the following:

(a) Employment. - Is employed as a teacher in the Jobs for West Virginia's Graduates Program; **AND**

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

N. Initial Authorization and Renewal for Junior Reserve Officers' Training Corps, hereinafter ROTC, Program. - The applicant for licensure must provide evidence of satisfying the following:

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

O. Initial Authorization for Licensed Psychologist for Test Administration and Interpretation. - 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 Psychologists; **AND**

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

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(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.

P. Renewal of the Authorization for Licensed Psychologist for Test Administration. - The applicant must submit evidence of satisfying the following:

(a) Valid License. - Provide a photocopy of a valid license issues 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.

Q. Permanent Authorization for Middle Childhood.

(a) An educator who holds a Permanent Authorization for Middle Childhood in one endorsement can add all of the endorsements that appear on any other valid certificate to the Permanent Authorization for Middle Childhood provided s/he submits the appropriate application and meets the following criteria:

(b) Valid Certificate. - Hold a valid West Virginia Professional Teaching, Support, or Administrative Certificate; **AND**

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

R. Initial Temporary Authorization for School Nutrition Director. - 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 coursework in nutrition, food, and/or food service management; **AND**

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

S. Renewal of the Temporary Authorization for School Nutrition Director. - The applicant for licensure must provide evidence of satisfying the following:

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(a) Professional Development Activities. - Completion of 15 clock hours of in-service credit related to child nutrition programs and offered or approved by the WVDE; **AND**

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

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

(a) Degree. - Hold a minimum of a bachelor's degree in speech pathology or communication disorders from an accredited institution; **AND**

(b) Employment. - Is employed as a speech assistant by a West Virginia county board of education; **AND**

(c) Recommendation of the Superintendent. - Receive the recommendation of the county superintendent verifying that the applicant is the most qualified candidate for the position and that no fully West Virginia-certified speech-language pathologist has applied for the available position.

U. Renewal of the Authorization for Speech Assistant. - The applicant for the licensure must provide evidence of satisfying the following:

(a) Professional Development Activities. - Complete professional development activities as designated by the WVDE; **AND**

(b) Employment. - Is employed as a speech assistant by a West Virginia county board of education; **AND**

(c) Recommendation of the Superintendent. - Receive the recommendation of the county superintendent verifying that the applicant is the most qualified candidate for the position and that no fully West Virginia-certified speech-language pathologist has applied for the available position.

V. Permanent Authorization for Speech and Hearing Therapy or Educational Audiology, birth through adult. - The applicant for licensure must provide evidence of satisfying the following:

(a) Valid License. - Hold a valid West Virginia Professional Certificate endorsed for speech and hearing therapy or educational audiology; **AND**

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

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(c) Limitations. - The Authorization shall remain valid provided the applicant maintains her/his Professional Certificate endorsed for speech and hearing therapy or educational audiology. The Authorization shall be valid in any county in West Virginia.

W. Initial Authorization for Work-Based Learning Coordinator. - The applicant for licensure must provide evidence of satisfying the following:

AND (a) Degree. - Hold a minimum of a bachelor's degree;

(b) Wage Earning Experience. - Complete five years (10,000 clock hours) of wage earning experience; **AND**

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

X. Renewal of the Authorization for Work-Based Learning Coordinator. - The applicant for licensure must provide evidence of satisfying the following:

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

Y. Initial Authorization for ProStart Restaurant Management. - The applicant for licensure must meet the following criteria:

(a) Valid Certificate. - Hold a Career/Technical Education Certificate or Professional Teaching Certificate endorsed for Family and Consumer Science or Occupational Home Economics teachers.

(b) Hold National ProStart Teacher Certification by completing the Restaurant Association Educational Foundation, hereinafter NRAEF training.

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

Z. Initial Authorization for Curriculum/Cultural Enrichment. - The applicant for licensure must meet the following criteria:

(a) Degree. - Hold a minimum of a bachelor's degree from an accredited institution of higher education as defined in §126-136-4.5; **AND**

(b) Employment. - Is employed by a West Virginia county board of education to provide curriculum/culture enrichment in accordance with locally adopted

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policy that provides assurance that such personnel do not replace a fully state certified educator;
AND

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

AA. Renewal of the Authorization for Curriculum/Cultural Enrichment. - The applicant for licensure must the following criteria:

(a) Employment. - Is employed by a West Virginia county board of education to provide curriculum/cultural enrichment in accordance with locally adopted policy that provides assurance that such personnel do not replace a fully state certified educator;
AND

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

BB. Initial Temporary Reading Authorization. - The applicant for licensure must meet the following criteria:

(a) Valid Certificate. - Hold a valid Professional Teaching Certificate endorsed for Multi-Subjects (K-8) or Elementary Education (1-8); **AND**

(b) Employment. - Is employed to provide reading instruction in grades seven and eight by a West Virginia county board of education whose local policy provides assurance that such personnel do not replace a fully state certified educator;
AND

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

CC. Renewal of the Temporary Authorization for Reading. - The applicant for licensure must meet the following criteria:

(a) Employment. - Is employed to provide reading instruction in grades seven and eight by a West Virginia county board of education whose local policy provides assurance that such personnel do not replace a fully state certified educator;
AND

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

DD. Initial Temporary Authorization for Technology Integration Specialist. - The applicant for licensure must provide evidence of satisfying the following criteria:

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- AND**
- (a) Degree. - Hold a minimum of a bachelor's degree;
 - (b) Valid Certificate. - Hold a valid West Virginia Professional Certificate; **AND**
 - (c) Professional Development. - Completion of 40 days (320 clock hours) of professional development credit related to technology integration programs offered or approved by the WVDE; **AND**
 - (d) Recommendation of the Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed.

EE. Renewal of the Temporary Authorization for Technology Integration Specialist. - The applicant for licensure must provide evidence of satisfying the following criteria:

- (a) Professional Development. - Completion of 10 days (80 clock hours) of professional development related to technology integration programs and offered or approved by the WVDE; **AND**
- (b) Employment - Is serving as a Technology Integration Specialist in a West Virginia county board of education; **AND**
- (c) Recommendation of the Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant is employed.

FF. Initial Authorization for Apprenticeship in Child Development Specialist, hereinafter ACDS. - The applicant for licensure must meet the following criteria:

- (a) Employment. - Is employed to teach ACDS classes by a West Virginia county board of education.
- (b) Valid Certificate. - Professional Teaching Certificate endorsed for Family and Consumer Science, Consumer and Homemaking or Vocational Home Economics.
- (c) Professional Development. - Must complete the initial ACDS training sponsored or approved by the WVDE.
- (d) Recommendation of the Superintendent. - Receive the recommendation of the county superintendent in which the applicant is employed.

GG. Renewal of the Temporary Authorization for ACDS. - The applicant for licensure must meet the following criteria:

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(a) Employment. – Is employed to teach ACDS classes by a West Virginia county board of education.

(b) Valid Certificate. – Professional Teaching Certificate endorsed for Family and Consumer Science, Consumer and Homemaking or Vocational Home Economics.

(c) Professional Development. – Must complete the update ACDS training sponsored or approved by the WVDE every other year.

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

HH. Initial Authorization for School Nurse. – The applicant for licensure must provide evidence of satisfying the following criteria:

(a) Degree. – 1) Hold a minimum of a Nursing Diploma/Associate Degree; **AND** 2) hold a valid R.N. license issued by the West Virginia Board of Examiners; **AND** 3) is employed to meet student health care needs after the ratio set forth in W.Va. Code §18-5-22 is met; **OR** 4) is employed when no applicants meet the school nurse certification requirements as defined in §126-136-10.3; **AND**

(b) Professional Development Activities. – Must complete the School Nurse orientation professional development activities provided or approved by the WVDE; **AND**

(c) Employment. – Is employed to meet student health care needs by a West Virginia county board of education; **AND**

(d) Recommendation of the Superintendent. – Receive the recommendation of the county superintendent verifying that the applicant is: 1) being employed to meet student health care needs after the ratio set forth in W.Va. Code §18-5-22 is met; **OR** 2) the most qualified candidate for the position in which no applicant meeting the School Nurse Certification requirements as defined in §126-136-10.3 has applied.

II. Renewal of the Authorization for School Nurse. – The applicant for licensure must prove evidence of satisfying the following criteria:

(a) Licensure. – Hold a Valid R.N. license issued by the West Virginia Board of Examiners; **AND**

(b) Professional Development Activities. – Must complete a minimum of 15 continuing education contact hours in school health or pediatric medicine topics provided or approved by the WVDE; **AND**

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(c) Employment. – Is employed to meet student health care needs by a West Virginia county board of education; **AND**

(d) Recommendation of the Superintendent. – Receive the recommendation of the county superintendent verifying that the applicant is: 1) being employed to meet student health care needs after the ratio set forth in W.Va. Code §18-5-22 is met; **OR** 2) the most qualified candidate for the position in which no applicant meeting the School Nurse Certification requirements as defined in §126-136-10.3 has applied.

§126-136-12. Paraprofessional.

12.1. Permanent Paraprofessional Certificate

12.1.1. General Criteria. - A Paraprofessional certificate may be issued to a person who has completed: 1) the general requirements specified in §126-136-9; and 2) the general conditions for issuance identified in §126-136-12.1.3. 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.

12.1.2. Validity Period. - The Permanent Paraprofessional Certificate shall continue to be valid unless surrendered, suspended or revoked. The Initial Paraprofessional Certificate endorsed for Educational Interpreter shall be valid for one school year and shall expire on June 30. The Initial Paraprofessional Certificate – Educational Interpreter that is effective on or after January 1, may be issued as an Initial Paraprofessional Certificate – Educational Interpreter valid until June 30 of the following school year. The Initial Paraprofessional Certificate – Educational Interpreter may not be renewed more than one time.

12.1.3. General 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 coursework can be credited by passing each of the Pre-Professional Skills Tests, hereinafter PPST, in reading, writing and mathematics or meeting one of the exceptions identified in §126-136-10.1.2.c.F. Equivalent training may be obtained from in-service programs or adult technical education programs delivered through county school systems or RESAs provided the equivalent training for the Paraprofessional License reflects the distribution of requirements specified in §126-136-12.1.3. Fifteen clock hours of in-service or adult technical education equals one semester hour of college/university credit; **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**

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- 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 clock hours of in-service training directly related to special education may be substituted for the college/university credit provided that such experience is acquired in the public education classroom setting while the applicant is under direct supervision of a licensed public educator; **AND**
- e. Classroom Management. - The applicant must have completed at least three semester hours of college/university credit or its equivalent in classroom management acquired in the public classroom setting. Documentation of a minimum of two years of experience in the successful use of classroom management skills may be substituted for college/university credit provided that such experience is acquired in the public education classroom setting while the applicant is under direct supervision of a licensed public educator; **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 or its equivalent; **AND**
- h. Academic Assessment. - The applicant must have met a rigorous standard of quality and demonstrate, through a formal state approved academic assessment which includes a measurement of: 1) knowledge of, and the ability to assist in instructing, reading, writing and mathematics; and 2) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. Paraprofessionals must meet WVBE requirements for the Paraprofessional Certificate. Paraprofessionals who have taken and passed the current state competency exam for aides developed pursuant to W.Va. Code §18A-4-8e have satisfied this requirement; **OR**
- i. Expired Initial Professional or Professional Teaching Certificate. - Hold an expired Initial Professional or Professional Teaching Certificate or its equivalent; **AND**
- j. Recommendation of the Superintendent. - Receive the recommendation of the county superintendent.

12.2 Licenses for Paraprofessional Educators – Educational Interpreter.

12.2.1 Initial Paraprofessional Certificate-Educational Interpreter.

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a. General Criteria.- Beginning school year 2008-09 an Initial Paraprofessional Certificate-Educational Interpreter may be issued to person meeting the requirements specified in §126-136-12.1.1 and §126-136-12.1.3.

b. Specific Conditions of Issuance. – The applicant for the Initial Paraprofessional Certificate-Educational Interpreter must submit evidence of satisfying the following criteria:

A. A minimum score of 3.0 on the Educational Interpreter Proficiency Assessment (EIPA); **OR**

B. Valid National Association of the Deaf (NAD) Certification-
Level III or higher; **OR**

C. Valid Registry of Interpreters for the Deaf (RID) Certification;
OR

D. Valid National Interpreter Certification (NIC). – The NIC test/certification will be available 2008.

12.2.2. Renewal of the Initial Paraprofessional Certificate-Educational Interpreter. – The applicant for licensure must provide evidence of satisfying the following criteria:

a. Professional Development Activities. – Complete a minimum of 15 clock hours of WVDE approved professional development activities.

b. Recommendation of the Superintendent. – Receive the recommendation of the county superintendent.

12.2.3. Permanent Paraprofessional Certificate-Educational Interpreter.

a. General Criteria. - Beginning school year 2010-11, a Permanent Paraprofessional Certificate - Educational Interpreter may be issued to an applicant meeting the requirements specified in §126-136-12.1.1 and §126-136-12.1.2.

b. Validity Period. – The Permanent Paraprofessional Certificate-Educational Interpreter shall continue to be valid unless surrendered, suspended or revoked.

c. Specific Conditions for Issuance. – The applicant for the Permanent Paraprofessional Certificate-Educational Interpreter must submit evidence of satisfying the following criteria:

A. A minimum score of 3.5 on the Educational Interpreter Proficiency Assessment (EIPA); **OR**

B. Valid National Association of the Deaf (NAD) Certification—
Level IV or higher; **OR**

OR

C. Valid Registry of Interpreters for the Deaf (RID) Certification;

D. Valid National Interpreter Certification (NIC). The NIC test/certification will be available 2008; AND

E. Passing score on the EIPA-Written Test for Content Knowledge.

d. Recommendation of the Superintendent. – Receive the recommendation of the county superintendent.

§126-136-13. Grade Level Expansion.

13.1. Grade Level Modification. - Grade level modifications cannot be made to any subject/grade level for which there is a state approved teacher education program (e.g., Early Education, Elementary Education, and Multi-subjects).

§126-136-14. Waivers and Extensions.

14.1. Substitute Waivers.

14.1.1. A county superintendent who is unable to staff a long-term substitute position with an individual licensed in the area of assignment shall request a waiver from the State Superintendent. The written waiver request must indicate the efforts that were made to employ a fully qualified candidate. The State Superintendent 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.

14.1.2. Severe Substitute Shortage. - Under extenuating circumstances, a county superintendent may request a waiver to §126-136-11.6.1.c.A, §126-136-11.6.2.a, or §126-136-11.6.4.a that requires 18 clock hours of training to be completed prior to the issuance of a Substitute Permit. The waiver request must document the shortage and include verification of six clock hours of training. The initial six clock hours of training must include a classroom management component and an overview of school law to include reporting requirements for suspected child abuse and may not include classroom observation. The remaining 12 clock hours of training must be completed in accordance with §126-136-11.6.2.a. and be completed within the first semester of employment.

14.2. Dual Credit Contracted Services Exemption. - An instructional employee of a regionally accredited college or university who is not regularly employed for instructional purposes in a public school in this state as referenced in W.Va. Code §18-1-1 and is providing a dual credit course is exempt from the requirement of holding the same licensure required for an educator employed by a WV county board of education.

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14.3. Virtual School Exemption. - An instructor employed by a provider of a virtual school course which has been approved by the West Virginia Virtual School is exempt from the requirement of holding the same licensure required for an educator employed by a WV county board of education.

14.4. Extension of the Full-Time Permit/Out-of-Field Authorization of Extenuating Circumstances.

14.4.1. A county superintendent may request, in writing to the State Superintendent, an extension of the First-Class/Full-Time Permit/Out-of-Field Authorization for an employee, including the county superintendent, who meets one of the three circumstances identified below. The State Superintendent shall render a decision; however, the permit may not be extended beyond one school year or more than once.

14.4.2. Extenuating Circumstances for Which for First-Class/Full-Time Permit/Out-of-Field Authorization Can Be Extended.

a. Unavailability of Coursework. - 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 coursework 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 coursework; **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 coursework.

§126-136-15. Alternative Routes to Certification.

15.1. General Criteria. - An Alternative Teaching Certificate may be issued to an applicant who meets the following criteria:

15.1.1. Possesses the minimum of a bachelor's degree, including bachelor's degrees based upon verification by a WVDE-approved foreign credential evaluating agency as specified in §126-136-17, in a field related to the area in which the individual seeks certification, and from a regionally accredited institution of higher education; **AND**

15.1.2. Meets the proficiency scores(s) on the state competency exam(s) in pre-professional skills or qualifies for an exemption as described in §126-136-10.1.2.c.F.(a); (Refer to Appendix B for a list of the required exams.) **AND**

15.1.3. Meets the proficiency score(s) on the state competency exam(s) in content or qualifies for an exemption as described in §126-136-8.1.2.c.F.(b) (refer to Appendix B for a list of the required exams) in the area for which s/he is seeking certification or provides

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acceptable documentation or related life experiences to the entity providing the program for those content areas that do not have a required competency exam; **AND**

15.1.4. Is a citizen of the United States who is of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and has attained to age of 18 years on or before the first day of October of the year in which the alternative teaching certification is issued; **AND**

15.1.5. Is offered employment in a shortage area, as defined in §126-136-4.58, by a WV county board of education; **AND**

15.1.6. Completes a West Virginia State Police and Federal Bureau of Investigation criminal history record check and receives approval by the WVDE as required by W.Va. Code §18A-3-10 and §126-136-9.1.2; **AND**

15.1.7. Enrolls in an 18 semester hour WVBE-approved alternative route to certification program that contains the following components in accordance with W.Va. Code §18A-3-1a:

a. Instruction in the following areas: teaching skills, student assessment, development and learning, curriculum, classroom management, educational computers and other technology, and special education and diversity; **AND**

b. Three phases of training involving supervision, mentoring and evaluation by a professional support team.

15.2. General Requirements. - In accordance with W.Va. §18A-3-1a, an individual wishing to enroll in an alternative preparation program for special educators must meet the following criteria:

a. Possess the minimum of a bachelor's degree, including bachelor's degrees based upon verification by a WVDE-approved foreign credential evaluation agency from a regionally accredited institution of higher education, as defined in §126-114-6; **AND**

b. Meet the proficiency score(s) on the state competency exam(s) in pre-professional skills or qualify for an exemption as described in §126-114-6.2.3; (refer to Appendix E for a list of the required exams); **AND**

c. Be a citizen of the United States; be of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and have attained the age of 18 years on or before the first day of October of the year in which the individual enrolls in an alternative preparation program; **AND**

d. Complete a West Virginia State Police and Federal Bureau of Investigation background check pursuant to W. Va. Code §18A-3-10; **AND**

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e. Enroll in a WVBE-approved alternative route to certification program in accordance with W.Va. Code §18A-3-1a.

15.3. Endorsement Areas. - An Alternative Teaching Certificate shall be issued in areas of shortage only, as identified by the county superintendent, and according to the specialization and appropriate grade levels as listed in Appendix A. Alternative Teaching Certificates will not be endorsed for Elementary Education.

15.4. Validity Period. - The Alternative Teaching Certificate shall be valid for one school year and may be renewed for no more than two years.

15.5. Renewal of the Alternative Teaching Certificate.

15.5.1. First Renewal of Alternative Teaching Certificate.

a. Successfully complete the beginning teacher internship program under the provisions of W.Va. Code §18A-3-2b, unless the applicant qualifies for an exemption from the teacher internship requirement on the basis of having at least five years of teaching experience in another state; **AND**

b. Compete at least six hours of the required 18 hours specified in §126-136-15.1.6; **AND**

c. Receive satisfactory evaluations pursuant to W.Va. Code §18A-2-12 and receive the recommendation of the county superintendent.

15.5.2. Second Renewal of Alternative Teaching Certificate.

a. Complete the minimum of an additional six semester hours, for a total of 12 semester hours, of the required 18 semester hours specified in §126-136-15.1.6; **AND**

b. Receive satisfactory evaluations pursuant to W.Va. Code §18A-2-12 and receive the recommendation of the county superintendent.

15.6. Conversion of the Alternative Teaching Certificate to an Initial Professional Teaching Certificate.

15.6.1. Applicants must successfully complete a WVBE-approved program for alternative certification that includes the components identified in W.Va. Code §18A-3-1a and have the recommendation of the designated official responsible for the program; **AND**

15.6.2. Applicants must meet the proficiency score on the state competency exam(s) in professional education as listed in Appendix B; **AND**

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15.6.3. Receive satisfactory evaluations pursuant to W.Va. Code §18A-2-12 and receive the recommendation of the county superintendent of the county in which the applicant is employed; **AND**

15.6.4 Applicants must have a minimum overall 2.5 GPA.

§126-136-16. Out-of-State Applicants.

16.1. Interstate Agreement For Qualifications of Educational Personnel. - West Virginia is a member of the National Association of State Directors of Teaching Education Certification, hereinafter NASDTEC, that promotes the mobility of educators across state and national lines utilizing consistent standards for certification and education personnel. Although West Virginia participates in this interstate agreement, specific requirements for granting certification to out-of-state applicants are outlined in §126-136-16.2 and §126-136-16.3 in accordance with W.Va. Code §18A-3-1(b)(3). W.Va. Code §18A-3-2a (1) provides for certification of an applicant who:

16.1.1. Meets equivalent standards at institutions of higher education in other states; **AND** who has passes appropriate WVBE-approved basic skills and subject-matter tests; **OR** has completed three years of successful experience within the last seven years in the area for which licensure is being sought; **OR**

16.1.2. Has completed the WVBE-approved alternative route to certification described in §126-136-15.

16.2. Recognition of Out-of-State Licenses. - West Virginia will issue a Professional, Administrative or Professional Student Support Certificate to an eligible applicant who holds: 1) a valid out-of-state license (as defined in §126-136-4.64) equivalent to the Professional, Administrative or Professional Student Support Certificate or a valid certificate of eligibility issued by another state and meets all of the requirements of that state for full certification except employment; **AND** 2) who has graduated from an approved teacher education program at a regionally accredited institution of higher education as defined in §126-126-4.53; **AND** 3) for whom the WVDE has received approval based on a criminal history record check conducted by the West Virginia State Police and the Federal Bureau of Investigation as required by W.Va. Code §18A-3-10 and §126-9.1.2. (For individuals who hold a valid Out-of-State license in the area of Career/Technical Education, refer to the requirements for the Career/Technical Education Certificate in §126-136-10.5.2.)

16.3. Application for West Virginia Certification with a Valid Out-of-State Certificate. - A copy of both front and back of the valid Out-of-State Certificate must be submitted with the appropriate application to ensure accurate interpretation of the Out-of-State Certificate. West Virginia will grant applicants any endorsement listed on the valid Out-of-State Certificate that is currently offered by the state of West Virginia. If the valid Out-of-State Certificate lists any endorsement(s) not currently offered by the state of West Virginia, the applicant may secure official documentation from the state in which his/her valid certification was issued that identifies those endorsement areas, if any, in which the applicant would be certified to teach in

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the issuing state. This documentation may be used to grant certification to teach in endorsement areas for which West Virginia currently grants certification.

16.4. Expiration Dates of Certification Granted to Applicants Based on Valid, Out-of-State Certification.

16.4.1. Initial Professional Teaching Certificate. - Applicants with a valid Out-of-State Teacher Certificate will be granted an Initial Professional Teaching Certificate valid for a period of three years. The Initial Professional Teaching Certificate is renewable subject to the requirements listed in §126-136-10.1.3.

16.4.2. Permanent Professional Teaching Certificate. - If the valid, Out-of-State Certificate is listed as permanent by the issuing state **AND** the applicant verifies a minimum of five years of experience in the endorsements area(s) listed on the valid license, West Virginia will grant the applicant a Permanent Professional Teaching Certificate upon satisfactory completion of the licensure application process.

16.4.3. Temporary Administrative Certificate. - Persons applying for the Administrative Certificate endorsed for school principal based on a valid Out-of-State Administrative Certificate will be granted a Temporary Administrative Certificate valid for one-year. Upon completion of the required Beginning Principal Internship Program as required in W.Va. Code §18A-3-2d and upon completion of the Professional Personnel Evaluation Training with the West Virginia Center for Professional Development as required by W.Va. Code §18A-3A-3, the applicant will be granted a Professional Administrative Certificate valid for three years.

16.4.4. Permanent Administrative Certificate. - Persons who hold permanent administrative certification on a valid out-of-state certification will be granted a West Virginia Permanent Administrative Certificate upon completion of the Professional Personnel Evaluation training with the West Virginia Center for Professional Development and verification of five years of experience covered by a valid license.

§126-136-17. Non-United States Citizen.

17.1. Permit for Non-United States Citizen. - In accordance with W.Va. Code §18A-3-2a, the non-United States citizen will be granted a Permit for Non-United States Citizen based upon verification by a WVDE-approved foreign credential evaluation agency that the applicant has completed the equivalent of an approved educational personnel preparation program in the United States and in a specialization offered in West Virginia (see Appendix A), with or without the required tests in Pre-professional Skills, Content and/or Professional Education, and that the applicant has completed a degree equivalent to the required degree level in the United States and has earned an overall GPA equivalent to a 2.5 in the United States.

17.2. Renewal of the Permit for Non-United States Citizen. - The non-United States citizen who is lacking only United States citizenship may renew the Permit for Non-United States Citizen two times without completing additional requirements. Every third renewal of the

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Permit for Non-United States Citizen shall require six semester hours of appropriate college/university coursework related to the public school program completed subsequent to the issuance of the Permit for Non-United States Citizen 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 M.A. plus 30 salary classification based on the awarding of a master's degree or has reached 60 years of age and presents a copy of his/her birth certificate. Upon acquisition of United States citizenship, the applicant may apply for the Initial Professional Teaching Certificate.

17.3. Renewal of the Permit for Non-United States Citizen for Applicants Lacking Licensure Exams. - For the non-United States citizen lacking United States citizenship and the required licensure exams in Pre-professional Skills, Content and/or Professional Education, the first renewal of the Permit for Non-United States Citizen shall require passage of all required exams. The required exams and scores are identified in Appendix B. Upon passage of the required exams, the applicant shall follow the renewal provisions stipulated in §126-136-17.2.

§126-136-18. Appropriate Assignments According to License.

18.1. 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 s/he is assigned (W.Va. Code §18A-3-2).

18.2. 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 unless s/he was granted an Authorization under previous policy. The Authorization shall be valid in any county in West Virginia.

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

18.4. 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. Home/hospital instruction for an eligible student with exceptionality requires that the special education teacher who is implementing the student's special education services in the student's Out-of-School Environment placement must hold a teaching license with an endorsement in the area of the student's primary exceptionality.

18.5. 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 career/technical education specializations. The WV county board of education may utilize such personnel in accordance with a locally adopted policy provided such personnel do not replace a licensed educator.

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18.6. Assignment of Elementary or Multi-subjects Teachers. - An educator newly assigned to teach in a departmentalized seventh and/or eighth grade setting beginning with the 2000-01 school year must be certified in the content specialization for his/her assignment. An educator assigned to teach in a departmentalized seventh and/or eighth grade setting prior to the 2000-2001 school year must hold the content specialization for her/his assignment or hold the appropriate permanent authorization granted under previous policy provisions. An elementary education or multi-subjects teacher may be assigned to departmentalized setting below seventh grade without a content area specialization.

18.7. Assignment of Long-Term Substitutes. - A person who holds a Long-Term Substitute Permit may serve as a short-term substitute in any teaching area or may serve in a position for more than 30 consecutive instructional days in the endorsement area reflected on the Long-Term Substitute Permit.

18.8. Assignment of Short-Term Substitutes. - A substitute who fills a position for 30 consecutive instructional day or fewer (short-term) may substitute in a specialization not reflected on the license.

18.9. Assignment of Speech/Language Pathologists, Speech and Hearing Therapists and Educational Audiologists. - An educator who holds licensure as a speech/language pathologist, grade K-12, speech and hearing therapy, grades 1-12, or educational audiologist, grades K-12, may be assigned to provide services to students, birth through adult, provided s/he secures an Authorization for grades Birth-Adult.

18.10. Assignment of English as a Second Language Teacher. - An English as a Second Language, hereinafter ESL, teacher may: 1) deliver the instructional support to the student with limited English proficiency, hereinafter LEP, whose assessment indicates the instructional goals and objectives can be delivered in the regular education program with support for the ESL teacher; **AND/OR** 2) provide support to the regular classroom teacher by assisting in the modification of the curriculum, methods, and material to accommodate the LEP student who is included in the regular education program; **OR** 3) deliver the content standards and objectives in the general education program or alternative language program to students with severely limited English proficiency when the student's assessment indicates s/he will benefit by a placement that provides one-on-one and/or small group instruction, and modification of the curriculum, methods, materials and techniques or concentrate on the development of the LEP student's reading, writing, listening, and speaking skills. When the ESL teacher delivers the content standards and objectives in the general education program, s/he must collaborate with the appropriate teachers to ensure that the LEP student receives the content standards and objectives in the general education program.

18.11. Assignment of School Nutrition Director. - Beginning with assignments made for the 2002-2003 school year, an individual assigned as a School Nutrition Director must hold a temporary or permanent authorization endorsed for School Nutrition Director.

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18.12. Assignment of Adult Basic Education Teachers. - Persons assigned as Adult Basic Education Teacher must hold a valid Adult License endorsed for Adult Basic Education OR an Initial Professional Teaching Certificate, Professional Teaching Certificate, or its equivalent.

18.13. Assignment of Speech Assistant. - The Speech Assistant shall conduct only specific components of a speech and language delivery program under the direction and guidance of a certified speech-language pathologist. Speech Assistants may execute only those tasks that are within their scope of responsibilities and that they have training and expertise to perform as determined by the WVDE, Office of Special Education Achievement provide they secure the appropriate authorization. A Speech Assistant may be employed only in the event that on fully West Virginia-certified Speech-Language Pathologist applied for the vacant position. (Refer to §126-136-11.1 for the requirements for a First-Class/Full-Time Permit for individuals who have enrolled in a state-approved Speech/Language Pathology program and who have completed 25% or six semester hours of the program. Refer to §126-136-11.2 for requirements for the renewal of the First-Class/Full-Time Permit for Speech/Language Pathology.)

18.14. Assignment of Preschool Special Needs Teachers. - An educator who holds a certificate endorsed for preschool special needs, preschool handicapped or developmentally delayed may be assigned to a regular pre-kindergarten classroom.

18.15. Assignment of Special Education Teachers. - Teachers assigned to serve students with exceptionalities in mentally impaired, behavior disorders, specific learning disabilities, vision impaired or deaf and hard of hearing in grades 7-12 or 5-12 may be assigned to serve students in grades 7-Adult or 5-Adult. Those teachers assigned to serve students with exceptionalities in mentally impaired, behavior disorders and/or specific learning disabilities in grades 1-12 or K-12 may be assigned to service students in grades K-Adult. Those teachers assigned to serve students with exceptionalities in vision impaired or deaf and hard of heard in grades 1-12 or K-12 may be assigned to service students in grades Pre-K-Adult. All programmatic level changes listed in this section require the teacher to apply for and to be granted the appropriate licensure from the WVDE.

18.16. Assignment of School Nurse. - School Nurses assigned to serve students in grades 1-12 may be assigned to serve students in grades Pre-K-Adult provided s/he applies for, and is granted the appropriate licensure from the WVDE. The school health service assignments/duties for the Full-Time/First-Class Permit, Professional Student Support Certificate and Authorization for School Nurse may comprise the full scope of responsibilities as outlined in W.Va. Code §18-5-22, W.Va. 126CSR25A, and WVBE Policy 2422.7 Standards for Basic and Specialized Health Care Procedures.

18.17. Assignment to Positions for Which No Specific Endorsement is Required. - Positions in instructional areas including, but not limited to theatre, dance, and computer science require no specific endorsement, but do however, require the position to be filled by a person who holds a Professional Teaching Certificate.

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18.18. Assignment of Technology Integration Specialist. - Beginning with assignments made for the 2006-2007 school year, an individual assigned as a Technology Integration Specialist must hold a temporary authorization endorsed for Technology Integration Specialist.

§126-136-19. Special Education.

19.1. Gifted Education.

19.1.1. The Gifted Education specialization shall be granted only to individuals who hold a Professional Teaching Certificate.

19.1.2. The Gifted Education endorsement shall be issued for the 1-12 grade levels. Individuals who previously were issued a Gifted Education endorsement for only those grade levels that appeared on their General Education or Career/Technical Education Certificates may request the 1-12 grade level endorsement by submitting the appropriate application to the WVDE.

19.2. Consultative Special Education Teacher. - A Special Education Teacher may serve in a consultative role to content certified and highly qualified general education teachers who are providing direct initial instruction to special education students. The consultative special education teacher may go into the general education classroom to deliver services described in §126-136-19.2.1.

19.2.1. Definition of Consultative Special Education Teacher. - The duties of a consultative special education teacher may include: 1) reviewing and re-teaching prerequisite skills; 2) organizing previously introduced material; 3) reinforcing previously introduced material; 4) adapting curricula for easier access; 5) assisting with long-term assignments; 6) targeting learning strategies to ensure content knowledge acquisition, AND 7) modifying assessment(s) in accordance with the individualized education plan. The consultative special education teacher is not the teacher of record for students to whom s/he is providing services.

19.3. Alternative Option for Additional Endorsement in Special Education.

19.3.1. Additional Endorsement for Special Education. - An individual who holds one or two endorsements in specific learning disabilities, behavior disorders, or mentally impaired-mild moderate may receive the other endorsement(s) provided they make application and meet the following criteria:

a. Employment. - Is currently employed in a behavior disorders, specific learning disabilities or mentally impaired-mild/moderate special education classroom by a WV county board of education.

b. Experience. - Has five years of special education teaching experience in one of the identified fields.

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c. College Credits. - Successfully completes six hours of college credit in each specialization and pass the Praxis II: Subject Assessment in each of the specializations for which the applicant is seeking certification.

d. Begin the certification process by June 30, 2005 and complete the certification(s) by June 30, 2008.

19.3.2. Additional Endorsement in Autism. - An individual who holds a Professional Teaching Certificate endorsed in Behavior Disorders or Multi-Categorical Special Education may receive an additional endorsement in Autism provided they make application and successfully complete six semester hours of coursework in Autism from a regionally accredited institution as defined in approved by §126-136-4.53.

§126-136-20. Athletic and Limited Football Trainer.

20.1. General Requirements. - Applicants must meet the applicable general requirements for licensure in §126-136-9 and the conditions for issuance outlined in §126-136-10.1.2.c. A county may employ an applicant in good faith on the anticipation that he or she is eligible for a certificate. If it is later determined that the applicant was not eligible, the State Superintendent may authorize payment by the county board of education to the applicant for a time not exceeding three school months or the date of notification of his/her ineligibility, whichever occurs first. (Refer to W.Va. Code §18A-4-3.)

20.2. Athletic Trainer Certificate. - The Professional Support Certificate endorsed for Athletic Trainer stands alone, shall not require other certificates as prerequisite, and must be renewed in accordance with renewal requirements for professional certificates approved by the WVBE. Only an individual who holds a bachelor's degree from an accredited institution of higher education, as defined in §126-136-4.5, and who has completed a state approved athletic trainer program through an accredited institution of higher education shall be eligible for the Professional Support Certificate endorsed for Athletic Trainer.

20.3. Athletic Trainer Permit. - The Full-time Permit endorsed for Athletic Trainer may be granted to an individual who holds a minimum of a bachelor's degree and has completed six semester hours of credit applicable to a state-approved Athletic Trainer program. An Athletic Trainer Permit requires a commitment among the county board of education, the institution of higher education and the individual assuring that the individual will complete at least six college credit hours per year in the program and that s/he will complete the program in no more than five years. Additionally, these individuals must attend the Athletic Trainer workshop as provided in W.Va. 126CSR118, WVBE Policy 5112, Athletic Trainers in the Public Schools of West Virginia, hereinafter Policy 5112. The Permit may be renewed for five years provided that the candidate follows the agreement.

20.4. Athletic Trainer Authorization. - The authorization endorsed for Athletic Trainer may be issued to an individual who holds a high school diploma or GED diploma and who is certified as an Athletic Trainer through the National Athletic Trainers Association Board of Certification, hereinafter NATABOC. The Authorization may be reissued annually upon

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application to the WVDE with documentation of valid NATABOC certification and the recommendation of the superintendent of the employing county.

20.5. Limited Football Trainer Authorization. - In the event, that a county board of education cannot obtain an Athletic Trainer as outlined in §126-136-20.5.1, the affected county board of education may employ an individual with a medical background that may include, but not limited to: chiropractor, physical therapist, registered nurse, licensed practical nurse, physician's assistant, paramedic, or emergency medical technician. The individual employed under the provisions in §126-136-20.5.1 must complete the requirements to receive a Limited Football Trainer Authorization and must present a copy of a high school diploma or GED diploma. This credential may be renewed annually following the process outlines in Policy 5112 and §126-136-20.5.1.

20.5.1. County boards of education must: 1) post a position for an Athletic Trainer with a closing date of May 1 or earlier; **AND** 2) if no fully certified, permitted or authorized Athletic Trainer can be employed, the county may employ an individual from the list of health care professionals listed in §126-136-20.5 by June 1; **AND** 3) along with the candidate, complete the appropriate WVDE application for licensure; **AND** 4) provide assurance that the individual being hired will attend the Athletic Trainer workshop as provided in Policy 5112.

§126-136-21. Additional Endorsement(s) for Existing License.

21.1. Criteria for Adding an Endorsement(s) to an Existing License.

21.1.1. For Issuance of Additional Endorsements. - For an individual who already holds a West Virginia Professional Certificate, the 2.5 GPA 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 GPA regardless of the date of completion.

§126-136-22. Salary Classifications for Educators.

22.1. State Minimum Salary (refer to W.Va. Code §18A-4-2).

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

22.3. Advanced Salary Classification. - The following governing principles shall apply:

22.3.1. The advanced salary classifications recognized by the licensing agency are B.A. plus 15, Master's, M.A. plus 15, M.A. plus 30, M.A. plus 45 and Doctorate. These classifications are defined in §126-136-4.

22.4. Advanced Salary Classifications for Teaching, Student Support, or Administrative Permit or Certificate.

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22.4.1. All college/university coursework used for advanced salary purposes must be completed at an accredited institution of higher education as defined in §126-136-4.5 except that coursework completed for a career/technical education advanced salary classification recognized on the Career/Technical Education Certificate must have been completed at a regionally accredited institution of higher education as defined in §126-136-4.53.

22.4.2. Graduate coursework completed after July 1, 1994 shall be related to the public school program, as defined in §126-136-9.6.6. Undergraduate coursework shall be related to the public school program, as defined in §126-136-9.6.7.

22.4.3. Duplicate credit as defined in §126-136-4.26, shall not be accepted for advanced salary purposes.

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

22.4.5. An individual employed on a permit in a specialization which requires completion of a master's degree program for the Initial Professional Teaching Certificate may be granted a B.A. plus 15 salary classification upon completion of 15 semester hours of coursework leading to the master's degree in the specialization for which the permit is issued.

22.4.6. Fifteen semester hours of undergraduate credit from a regionally accredited institution of higher education may be utilized for an advanced salary classification if such hours are in accordance with a) the teacher's current classification of certification and training; b) a designated instructional shortage area documented by the employing superintendent; or c) an identified teaching deficiency documented through the state-approved county personnel evaluation system. Undergraduate coursework must be completed after the issuance of the specialization on the Professional or Career/Technical Education Certificate. Undergraduate coursework must be earned on or after July 1, 1984, and after the issuance of the Initial Professional Teaching Certificate, to be eligible for advanced salary classification.

22.5. Salary Classification for the Career/Technical Education Permit or Certificate.

22.5.1. The basic salary for the holder of a Career/Technical Education Permit or Career/Technical Education Certificate shall be based on a bachelor's degree unless the permit or certificate is issued on the basis of a master's or doctoral degree in which case the salary will be at the appropriate degree level.

22.5.2. The career/technical education advanced salary classifications are recognized only on the Career/Technical Education Certificate.

22.5.3. The career/technical education advanced salary classifications for an educator whose Career/Technical Education Certificate is not based on a degree include

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Career/Technical Education B.A. plus 15, Career/Technical Education M.A., Career/Technical Education M.A. plus 15, Career/Technical Education M.A. plus 30, and Career/Technical Education M.A. plus 45. These salary classifications are defined in §126-136-4.

22.5.4. A career/technical education educator who received an advanced salary classification under previous provisions shall qualify for additional salary classifications by completing 15 semester hours of additional college coursework through a regionally accredited institution of higher education defined in §126-136-4.53 for each new salary classification.

22.5.5. Six semester hours of college/university coursework in the teaching specialization update are required for each advanced salary classification. A maximum of six semester hours of teaching specialization update coursework is acceptable for each advanced salary classification.

22.5.6. An educator who holds a permanent Career/Technical Education Certificate may qualify for the M.A. plus 30 salary classification based on the awarding of a bachelor's degree from a regionally accredited institution of higher education as defined in §126-136-4.53.

22.5.7. An educator who holds a permanent Career/Technical Education Certificate may qualify for the M.A. plus 45 salary classification based on the awarding of a bachelor's degree and 15 semester hours M.A. of graduate credit from a regionally accredited institution of higher education defined in §126-136-4.53.

22.5.8. An educator who is not pursuing a degree and who is requesting a career/technical education advanced salary classification must select approved college/university coursework related to the following areas, with the semester hour limitations as indicated:

- | | |
|---|--------|
| a. Composition and Rhetoric | 6 Hrs. |
| b. Computer Literacy/Microcomputer Network Applications | 6 Hrs. |
| c. Coordination of Cooperative Career/Technical Education (CTE) | 3 Hrs. |
| d. Coordination of Youth CTE Activities | 3 Hrs. |
| e. History and Philosophy of CTE | 3 Hrs. |
| f. Human Growth and Development | 3 Hrs. |
| g. Humanities | 6 Hrs. |
| h. Laboratory Science | 8 Hrs. |
| i. Mathematics | 6 Hrs. |

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j. Organization/Management of CTE Labs	3 Hrs.
k. Occupation Analysis in CTE	3 Hrs.
l. Psychology of Learning	3 Hrs.
m. School and Society	3 Hrs.
n. Social Science	6 Hrs.
o. Speech	3 Hrs.
p. Teaching Special Needs Students in CTE	6 Hrs.
q. Teaching Specialization Update	30 Hrs.
r. Approved Electives	9 Hrs.

22.5.9. The requirements for a Teaching Specialization Update may be satisfied by the following: approved industry sponsored technical update workshops; approved specialization-related coursework sponsored by an accredited institution of higher education, as defined in §126-136-4.5; 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.

§126-136-23. Reimbursement, Retention, Recruitment.

23.1. Tuition Reimbursement for License Renewal or Shortage Areas.

23.1.1. Criteria. - As stated in W.Va. Code §18A-3-3a, an educator applying for tuition reimbursement must meet the following criteria: 1) holds either a valid West Virginia Certificate or First Class Permit for full-time employment and is seeking an additional endorsement in a shortage area, and either resides in the state or is employed regularly for instructional purposes in a public school in the state; or 2) is seeking certification renewal, and has a continuing contract with a county board. Reimbursement is dependent upon the amount of legislative funding granted.

23.1.2. Limitations. - Reimbursement is limited to the cost of tuition, registration and other required fees only for appropriate college or university coursework used for license renewal or for an additional endorsement in a verified shortage subject area. Reimbursement for an educator who has prior approval to attend an out-of-state institution of higher education as described in W.Va. Code §18A-3-3a(d)(2), or a private institution of higher education may not exceed the amount of the highest corresponding tuition charged at a West Virginia state-supported college or university. Reimbursement for courses completed toward certification renewal is limited to 15 semester hours of courses for any teacher. An educator may be

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reimbursed for an unlimited number of hours when working on an additional endorsement in a verified shortage area. The educator must have completed the appropriate college or university coursework with a minimum 3.0 GPA.

23.1.3. Reimbursement Schedule. - Beginning with the 2005 fiscal year (July 1, 2004), applications for tuition reimbursement will be processed during one of three annual processing dates: 1) following the completion of the college and university summer terms; 2) following the completion of the college and university fall term; and 3) following the completion of the college and university spring term. The schedule for application processing will follow the West Virginia college and university term schedule. A request for tuition reimbursement must be received by WVDE no later than June 15 for coursework completed during the current fiscal year (July 1 through June 30).

23.2. Reimbursement of Moving Expenses.

23.2.1. General Criteria. - A teacher may apply for reimbursement of moving expenses under the provisions of §126-136-23.2 provided: 1) the teacher's position was eliminated as part of a reduction in force by a West Virginia county board of education; AND 2) the teacher has secured employment from a West Virginia county board of education; AND 3) the teacher has moved his or her residence to the West Virginia county in which he or she has gained employment or to an adjacent county in West Virginia; AND 4) the teacher is to be employed in a county where shortages exist either in number of teachers or in subject matter areas as determined by the WVBE based on information collected by the WVDE as described in §126-136-7.1.4 and in accordance with the provisions of W.Va. Code §18A-4-20(a)(4); AND 5) it would be impractical for the teacher to maintain his or her previous residence as a result of his or her employment.

23.2.2. Limitations. - The reimbursement shall be for actual expenses and shall not exceed \$2,500.⁰⁰ Reimbursement is subject to availability of funds. Individuals are reimbursed on a first come, first served basis.

23.2.3. Responsibility of the County Board of Education. - The county board of education shall send to the WVBE by the first day of May, annually, a report that includes: 1) the available teacher positions in the county; AND 2) any shortages in subject matter areas in county; AND 3) the name of all teachers reduced in force provided the teacher has permitted the county board of education to submit his or her name.

23.3. Reimbursement for National Board for Professional Teaching Standards (NBPTS) Certification.

23.3.1. General Criteria. - The purpose of this reimbursement is to recognize and reward public school classroom teachers, as defined in W.Va. Code §18A-1-1, who achieve certification through the NBPTS, and to provide financial assistance to those classroom teachers who participate in this rigorous program.

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23.3.2. Limitations. - The number of classroom teachers eligible for reimbursement for enrollment and completion of the NBPTS Certification Program shall be limited to no more than 200 teachers each fiscal year (July 1 - June 30). These teachers shall be reimbursed on a first-come, first-served, basis. The number of teachers reimbursed in any fiscal year is dependent upon the legislative funding amount granted for that fiscal year.

23.3.3. Third-Party Reimbursement. - A classroom teacher who receives a subsidy from the NBPTS or any other third part payer shall not be entitled to reimbursement by the WVDE for those fees covered by the subsidy. Only expenses incurred personally by the candidate shall be reimbursable.

23.3.4. Reimbursement Schedule. - A classroom teacher may be reimbursed only once for enrollment in and once for completion of the NBPTS Certification Program. Beginning July 1, 2006, program completion shall be defined as the completion of ten scorable entries, as verified by the NBPTS. Program completion must occur within three years after initial enrollment in the Program.

23.3.5. Procedures for Obtaining NBPTS Fee Reimbursement and Salary Supplement.- A classroom teacher who enrolls in the NBPTS Certification Program may submit a request for reimbursement of one-half of the fee by submitting the appropriate application to the WVDE with the appropriate documentation, which includes: 1) verification of payment of the assessment fee for which reimbursement is requested; 2) documentation that the candidate is enrolled in the NBPTS Certification Program; and 3) other documentation as required.

a. A classroom teacher who completes ten scorable entries, as verified by the NBPTS, may submit a request for reimbursement of the remaining one-half of the fee by submitting the appropriate application to the WVDE with the appropriate documentation, which includes: 1) verification of payment of the assessment fee for which reimbursement is requested; 2) documentation that the teacher has completed ten scorable entries, as verified by the NBPTS; and 3) other documentation as required.

b. A classroom teacher who achieves NBPTS Certification may request reimbursement of actual expenses incurred for non-durable goods as listed under federal Internal Revenue Service (I.R.S.) guidelines, up to a maximum of \$600.00.⁰⁰, by submitting the appropriate application to the WVDE with the appropriate documentation, which includes: 1) documentation that the teacher has completed ten scorable entries, as verified by the NBPTS; 2) original receipts for the expenses incurred; and 3) other documentation as required. Any subsidy funding received by the teacher for retake fee waivers is considered as partial or complete payment of the \$600.⁰⁰ amount allowable for actual expenses incurred.

c. Reimbursement for NBPTS program fees shall be processed in the following three stages in accordance with the provisions of W.Va. Code §18A-4-2a(d): 1) one-half the certification fee shall be paid for reimbursement once to each teacher who enrolls in the program for NBPTS certification; 2) one-half the certification fee shall be paid for reimbursement once to each teacher who completes ten scorable entries as verified by the NBPTS; and 3) teachers who complete ten scorable entries, as verified by the NBPTS, may be

reimbursed a maximum of \$600⁰⁰ for expenses actually incurred while completing the certification process, with any subsidy funding received to be considered as partial or complete payment of this amount.

23.3.6. A classroom teacher who achieves NBPTS Certification shall be granted an annual salary supplement of \$2,500.⁰⁰ for the life of the certificate, up to ten years, providing that the appropriate application is submitted to the WVDE along with the documentation that the teacher has achieved NBPTS Certification. The payment shall be in addition to any amounts prescribed in the applicable state minimum salary schedule, shall be paid in equal monthly installments, and shall be considered a part of the state minimum salaries for teachers. Board certified teachers who renew their board certification after the initial ten years must re-apply to the state for the annual salary supplement.

23.4 Reimbursement for Professional Personnel with Recognized National Certification in Speech-Language Pathology, Audiology or Counseling

23.4.1. General Criteria. – The purpose of this reimbursement is to recognize and reward certain professional personnel, as defined in W.Va. Code §18A-1-1, who hold advanced certification by the American Speech-Language-Hearing Association (ASHA), the National Board of Certified Counselors (NBCC) or the West Virginia Board of Examiners in Counseling (WVBEC) and who meet other eligibility criteria as defined in W.Va. Code § 18A-4-2b by providing a statewide salary supplement for these professional personnel employed in the public schools as speech-language pathologists, audiologists or counselors. Additionally, this reimbursement is to recognize and reward eligible speech-language pathologists, audiologists or counselors obtaining advanced certification by providing reimbursement of the remainder of the application fee plus other expenses actually incurred toward attainment of the advanced certification.

23.4.2. Limitations. – The number of speech-language pathologists, audiologists or counselors eligible for an annual salary supplement shall be limited to no more than one 100 combined total for the first fiscal year beginning July 1, 2006, with an additional 100 allowable each fiscal year thereafter. The eligible professional personnel shall be determined each fiscal year by verification of the length of time that advanced certification has been held and the total months of experience completed. In addition, the number of speech-language pathologists, audiologists or counselors eligible, upon attainment of the advanced certification, for reimbursement of the remainder of the application fee plus other expenses actually incurred toward attainment of the certification shall be limited to no more than 100 combined total for the first fiscal year beginning July 1, 2006, with an additional 100 allowable each fiscal year thereafter. The eligible professional personnel shall be determined each fiscal year by verification of the length of time that advanced certification has been held and the total months of experience completed. The total number of professional personnel reimbursed in any fiscal year is dependent upon the legislative funding granted for that fiscal year, but shall not exceed 100 in any fiscal year.

23.4.3. Reimbursement Schedule. – Beginning July 1, 2006, 100 professional personnel as defined in W.Va. Code §18A-1-1 who hold advanced certification by ASHA,

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NBCC or WVBEC and who are employed in the West Virginia public schools shall be granted an annual salary supplement of \$2500.⁰⁰ for the life of the advanced certification, or for ten years for any one certification, whichever first expires, with an additional 100 professional personnel allowable each fiscal year thereafter. Additionally, beginning July 1, 2006, 100 professional personnel as defined in W.Va. Code §18A-1-1 are eligible for reimbursement of one-half of the fee for advanced certification upon enrollment, and upon attainment of the advanced certification are eligible for reimbursement of the remaining one-half of the fee plus other expenses actually incurred toward attainment of the advanced certification, not to exceed \$600.⁰⁰ maximum, with reimbursement for an additional 100 professional personnel allowable each fiscal year thereafter.

a. The initial effective date for the receipt of applications by the WVDE is July 1, 2006. Applications will be accepted after July 1, 2006, and until September 15, 2006, for processing during the first year. Applications will be accepted from January 1, 2007, through September 15, 2007, for processing during the second year, and accepted again after January 1 through September 15 for each year thereafter. Applications received after the annual September 15 deadline through the following January 1 will be denied for reimbursement or salary supplement. Beginning January 1 of each year, applications received by the September 15 deadline for that year will be reviewed and ranked according to the criteria defined in §126-136-23.4.2 to identify the 100 additional applications eligible for payment during that year. These criteria include: 1) total months that board certification has been held; 2) total months of employment in a school system in speech-language pathology, audiology or counseling; and 3) total months that West Virginia certification in speech-language pathology, audiology or counseling has been held.

b. Only applicants who are employed in the West Virginia public school system in speech-language pathology, audiology or counseling at the time of application are eligible for this reimbursement or salary supplement.

23.4.4. Procedures for Obtaining Fee and Expenses Reimbursement and/or Salary Supplement for National Certification in Speech-Language Pathology, Audiology or Counseling.

a. Eligible professional personnel who enroll in or complete advanced ASHA, NBCC or WVBEC certification may submit a request for reimbursement of one-half of the appropriate enrollment or completion fees and expenses incurred for the advanced certification, as allowable under federal I.R.S. guidelines and up to a maximum of \$600⁰⁰, by submitting the appropriate application to the WVDE with the appropriate documentation, which includes: 1) appropriate verification of payment of the advanced certification application fee(s); 2) verification that the applicant is enrolled in or has completed the advanced certification process; 3) a copy of the ASHA, NBCC or WVBEC advanced certificate and other official documentation, if needed, verifying the issuance and expiration dates of the advanced certification, if applying for completion or extra expenses incurred fees; 4) original receipts for allowable expenses actually incurred, if applicable; 5) verification of the criteria listed in §126-136-23.4.3.a.; and 6) other required documentation.

b. Eligible professional personnel who complete advanced ASHA, NBCC or WVBEC certification may submit a request for the annual salary supplement by submitting

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the appropriate application to the WVDE with the appropriate documentation, which includes: 1) a copy of the ASHA, NBCC or WVBEC advanced certificate and other official documentation, if needed, verifying the issuance and expiration dates of the advanced certification; 2) verification of the criteria listed in §126-136-23.4.3.a.; and 3) verification of current employment in the West Virginia public schools.

§126-136-24. Severability.

24.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

APPENDIX A

**PROGRAMMATIC LEVELS AND SPECIALIZATIONS
RECOGNIZED ON THE PROFESSIONAL LICENSE**

Recognized Programmatic Levels

Preschool Education	Birth-Pre-K
Early Education	Pre-K-K
Early Childhood	Grades K-4
Middle Childhood	Grades 5-9
Adolescent	Grades 9-12
Adult	Adult

Grade Level Options for General Education Specializations Current Programs

Agriculture	5-AD
American Sign Language	Pre-K-Adult
Any Modern Foreign Language	Pre-K-Adult, 5-Adult
Art	Pre-K-Adult, 5-Adult, 5-9
Biology	9-Adult
Business Education	5-Adult, 9-Adult
Chemistry	9-Adult
Chemistry/Physics	9-Adult
Computer Science Education	Pre-K-Adult
Dance	Pre-K-Adult, 5-Adult
Driver Education	9-Adult
Early Childhood Education	K-4
Early Education	Pre-K-K
Elementary Education	K-6
English	5-Adult, 5-9
English as a Second Language	Pre-K-Adult
Family and Consumer Science	5-Adult
French	Pre-K-Adult, 5-Adult
General Math through Algebra I	5-Adult, 5-9
General Science	5-Adult, 5-9
German	Pre-K-Adult, 5-Adult
Health	Pre-K-Adult, 5-Adult
Japanese	Pre-K-Adult, 5-Adult
Journalism	5-Adult, 9-Adult
Latin	Pre-K-Adult, 5-Adult
Mathematics	5-Adult, 5-9
Marketing	9-Adult
Middle Childhood Education (MCE)	5-9
Music	Pre-K-Adult
Oral Communications	5-Adult, 9-Adult
Physical Education	Pre-K-Adult, 5-Adult, 5-9
Physics	9-Adult

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Preschool Education	Birth-Pre-K
Reading	Pre-K-Adult
Reading Specialist ^{1,2}	Pre-K-Adult
Russian	Pre-K-Adult, 5-Adult
School Library/Media	Pre-K-Adult
Social Studies	5-Adult, 5-9
Spanish	Pre-K-Adult, 5-Adult
Technology Education	5-Adult
Theatre	Pre-K-Adult, 5-Adult
Wellness (Health-Physical Education)	Pre-K-Adult

Grade Level Options for Special Education Specializations

Autism	K-Adult
Behavior Disorders	K-Adult, 5-Adult
Gifted	1-12
Deaf and Hard of Hearing	Pre-K-Adult
Mentally Impaired (Mild/Moderate)	K-Adult, 5-Adult
Multi-Categorical (BD, MI and SLD)	K-Adult, 5-Adult
Preschool Special Needs	Pre-K-K
Severe Disabilities	Pre-K-Adult
Specific Learning Disabilities	K-Adult, 5-Adult
Visually Impaired	Pre-K-Adult

Grade Level Options for Student Support Specializations

Athletic Trainer	Pre-K-Adult
Counselor ²	Pre-K-Adult
School Nurse	Pre-K-Adult
School Psychologist ²	Pre-K-Adult
Social Services and Attendance	Pre-K-Adult
Speech Language Pathologist ²	Pre-K-Adult
Speech Assistant	Pre-K-Adult

Grade Level Options for Administrative Specializations

General Supervisor ²	Pre-K-Adult
Principal ²	Pre-K-Adult
Superintendent ²	Pre-K-Adult

¹Graduate Level Certification Program Required

²Master's Degree Required

Grade Level Options for Paraprofessionals

Paraprofessionals ³	Pre-K-Adult
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³Associate Degree Required for Proposed New Programs

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The West Virginia Department of Education shall issue certificates for discontinued specializations only to those students enrolled in an approved program at the time the program was discontinued.

Specializations Recognized on the Career/Technical License***

Agriculture Equipment Mechanics	Horticulture
Air Conditioning and Refrigeration	Industrial Equipment Maintenance
Automotive Machinist	Industrial Safety
Automotive Technology	Lab Tech Electronics
Aviation Maintenance	Lab Tech Medical
Carpentry	Machine Tool Technology
Child Care	Masonry
Civil Technology	Materials Distribution
Collision Repair	Medical Aide
Commercial Art and Design	Medical Records
Communications Technology	Medical Transcription
Computer Integrated Manufacturing	Mill and Cabinet
Computer Systems Repair	Mine Orientation – 80 Hours
Coordinator Cooperative Education	Mine Orientation – 40 Hours
Cosmetology	Nursing Assistant
Criminal Justice	Operations/Maintenance (Heavy Equipment)
Culinary Arts	Optician Technician
Data Processing Programming	Pharmacy Technician
Dental Assistant	Piano Tuning and Repair
Dental Technician	Phlebotomy
Diesel Equipment Technology	Plumber and Pipefitting
Drafting and Design Technology	Power Equipment Technology
EKG Technician	Practical Nursing
Electro-Mechanical Technology	Pre-Engineering
Electronics Technology	Respiratory Therapy
Emergency Services	Sheet Metal
Facilities Maintenance	Surgical Technician
Food Preparation	Ward Clerk
Food Service	Welding
Forestry	
General Building Construction	
Graphic Arts	
Health Assistant	
Health Unit Coordinator	

APPENDIX B

**APPROVED STANDARDS FOR PROGRAM DEVELOPMENT
AND REQUIRED TESTS FOR COMPLETION OF WEST VIRGINIA
APPROVED PROGRAMS LEADING TO WEST VIRGINIA LICENSURE**

(Applicants holding a valid out-of-state certificate who have completed an approved teacher education program who have graduated from an approved teacher education program at a regionally accredited institution of higher education as defined in §126-136-4.53 are not required to take the test(s) specified in Appendix B.)

DOCUMENTATION OF FOOTNOTES ON THE FOLLOWING TABLES

- * Indicates that the **National Standards** are used in the NCATE folio process.
- ¹ The **test validity period** is ten years from the date on which the candidate passed the examination. In those circumstances where the West Virginia Board of Education has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period. See section 8.5 in Policy 5100 for a more detailed explanation of testing requirements, particularly as they apply to experienced educators.
- ² The **Pre-Professional Skills Test (PPST)** [called Praxis I] may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995 or a re-centered SAT score of 1125 beginning April 1995.
- ³ A candidate completing a West Virginia approved program for the initial teaching license is required to pass a West Virginia Board of Education adopted Principles of Learning and Teaching Praxis II Test that includes at least a portion of the grade levels indicated on the anticipated license.
- ⁴ A candidate who has successfully completed the National Evaluation Systems (NES) test in behavior disorders, mentally impaired, or specific learning disabilities is not required to satisfy the Praxis II - Education of Exceptional Students: Core Content Knowledge Test since it is assumed this content was included in the NES special education content test.
- ⁵ For general science in grades 5-Adult, a candidate may substitute: 1) Test No. 0235 (Biology: Content Knowledge) taken for biology certification for Test No. 0231; and/or 2) Test No. 0245 (Chemistry: Content Knowledge) or Test No. 0265 (Physics: Content Knowledge) for Test No. 0481.
- ⁶ Candidates completing multi-categorical programs must take Test No. 0542 (Education of Exceptional Students: Mild to Moderate).

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- ⁷ A candidate who has successfully completed the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0351) is not required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0353) since it is assumed this content was included in the 0351 test.

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GENERAL AND CAREER/TECHNICAL SPECIALIZATIONS

AGRICULTURE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> None <i>Praxis Test Topics</i> <ul style="list-style-type: none"> • Soil Science • Plant Science • Animal Science • Agriculture Economics • Agriculture Mechanics • Leadership and Supervised Occupational Experience <i>WV Content Standards</i> <ul style="list-style-type: none"> • Forestry 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0700 Agriculture	430				430
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

AMERICAN SIGN LANGUAGE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> <i>American Sign Language Teacher Association</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required					
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (Pre-K-Adult programs only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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ART		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> Standards for Art Teacher Preparation <i>WV Content Standards</i> <ul style="list-style-type: none"> • Reflecting upon and assessing characteristics and merits of their work and work of others • Making connections between visual arts and other disciplines 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0133 Art: Content Knowledge	160			160	146
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) -OR-	165			165	152
	0523 Principles of Learning & Teaching (5-9) (5-AD Programs Only) -OR-	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

BIOLOGY		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Science Teachers Association (NSTA) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Professes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0235 Biology: Content Knowledge	152				152
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9) (5-AD Programs Only) OR	N/A		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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BUSINESS EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
National Standards <ul style="list-style-type: none"> National Standards for Business Education WV Content Standards <ul style="list-style-type: none"> Keyboarding Applications Word Processing Business Computer Applications Machine Transcription 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0100 Business Education	570				570
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) (5-AD Programs Only) OR	N/A		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

CHEMISTRY		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
National Standards National Science Teacher Association* (NASTA) WV Content Standards <ul style="list-style-type: none"> Nature of Science Scientific Attitudes/Habits of Mind Scientific Processes/Thinking Skills Laboratory Investigation/Hands-on Learning Science Themes and Subject Matter Science History Science Technology and Society	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0245 Chemistry Content Knowledge	157		157		150
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9) (5-Adult Programs Only) OR	N/A		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

NOTE: All programs leading to a Chemistry/Physics endorsement must meet the standards listed within this section as well as those listed in the Physics section. All individuals completing a program leading to an endorsement in Chemistry/Physics must meet all test requirements listed within this section as well as the Physics section.

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COMPUTER SCIENCE EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> International Society for Technology in Education (ISTE)*	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

DANCE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Dance Association <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (Pre-K-Adult Programs Only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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DRIVER EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> None <i>Praxis Test Topics (Page 101)</i> <ul style="list-style-type: none"> • Safe Motor Vehicle Operation and Procedures • Motor Vehicle Laws and Regulations • Automobile Operation and Maintenance • Instruction, Methodology and Evaluation • Driver Responsibilities and Special Knowledge 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0867 Safety Education	141				141
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9) OR	N/A		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

EARLY CHILDHOOD EDUCATION (K-4)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> Association for Childhood Education International <i>WV Content Standards (Grades K-4)</i> <ul style="list-style-type: none"> • English, Language Arts • Social Studies • Mathematics • Arts • Health/Physical Education 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0020 Early Childhood Education	530				530
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6)	165			165	152

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EARLY EDUCATION (Pre-K-K)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Association for the Education of Young Children* (NAEYC)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0530 Pre-K-Kindergarten Education	590				590

ELEMENTARY EDUCATION (K-6)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> Association for Childhood Education International OR NCATE Elementary Performance Standards K-6 <i>WV Content Standards</i> <ul style="list-style-type: none"> • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical Education • WV Studies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0011 Elementary Education: Curriculum, Instruction and Assessment	155			155	148
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) -OR-	165			165	152
0523 Principles of Learning & Teaching (5-9) -OR-	N/A	N/A	159		154	

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ENGLISH (5-Adult)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Council for Teachers of English* (NCTE) <i>Praxis Test Topics</i> <ul style="list-style-type: none"> • Literature/Literacy Forms/Devices • Language/Linguistics • Composition/Rhetoric <i>WV Content Standards Including Authors</i> <ul style="list-style-type: none"> • Technology • Work Based Learning 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0041 English Language, Literature & Composition: Content Knowledge	155			155	151
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

ENGLISH (5-9)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Council for Teachers of English* (NCTE) <i>WV Content Standards including WV Authors</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0049 Middle School English	147		147		
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	N/A	N/A		156	144	

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ENGLISH AS A SECOND LANGUAGE (Pre-K-Adult)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Board for Professional Teaching Standards	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

FAMILY AND CONSUMER SCIENCE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Association of State Administrators of Family and Consumer Science <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0120 Home Economics Education	530				530
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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FRENCH (Test 0173 does not apply to 5-9.)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> <ul style="list-style-type: none"> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections <ul style="list-style-type: none"> • Linguistic • Interdisciplinary • Global 	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0173 French Content Knowledge (Contains Listening Section)	131				131
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

GENERAL MATH THROUGH ALGEBRA I AND MATHEMATICS (5-9)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Council of Teachers of Mathematics* (NCTM) <i>WV Content Standards</i>	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0069 Middle School Mathematics	148		148		
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	1441	

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GENERAL SCIENCE (5-Adult)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0231 Biology: Content Knowledge, Part 1 ⁵	148		148	140	135
	0481 Physical Science: Content Knowledge ⁵	142			142	133
	0432 General Science: Content Knowledge, Part 2	149			149	142
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

GENERAL SCIENCE (5-9)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0439 Middle Childhood Science	151		151		
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	N/A			156	144

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GERMAN (Test No. 0181 Does not apply to 5-9.)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> (See Objectives for Appropriate levels, PreK-Adult, 5-Adult or 5-9) <ul style="list-style-type: none"> • Communications • Interactive Language Use • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections <ul style="list-style-type: none"> • Linguistic • Interdisciplinary • Global 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0181 German: Content Knowledge (Contains Listening Section)	132				132
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

HEALTH		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Skills Development • Injury Prevention • Personal Health and Wellness • Relationships • Tobacco, Alcohol and other Drugs • Nutrition and Physical Activity 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0550 Health Education	640		640		620
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

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JAPANESE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<p><i>National Standards</i></p> <p>American Council on the Teaching of Foreign Languages</p> <p><i>WV Content Standards (See Objectives for Appropriate Levels, Pre-K-Adult, 5-Adult, 9-Adult or 5-9)</i></p> <ul style="list-style-type: none"> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections • Linguistic • Interdisciplinary • Global 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

JOURNALISM		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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LATIN (Test No. 0600 Does Not Apply to 5-9)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Classical League <i>WV Content Standards</i> <ul style="list-style-type: none"> • Communications • Cultures • Connections 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0600 Latin	480				480
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

MARKETING		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> None <i>WV Content Standards</i> <ul style="list-style-type: none"> • Knowledge of Marketing Education and Comprehensive Procedure • Extensive Human Relations Skills • Effective Job Seeking, Keeping and Learning Skills • Basic Cashiering and Math Skills • Marketing Fundamentals • Marketing Careers • Basic Safety Technique • Selling Principles • Product/Service Planning • Consumer Characteristics and Behavior 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0560 Marketing Education	600				600
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9) OR	N/A	N/A	159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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MATHEMATICS (5-Adult)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Council of Teachers of Mathematics* (NCTM) <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0061 Mathematics: Content Knowledge (Calculator Required)	133				133
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

MIDDLE CHILDHOOD EDUCATION MCE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> None <i>Praxis Test Topics</i> <ul style="list-style-type: none"> • Organizing Content Knowledge for Student Learning • Creating an Environment for Student learning • Teaching for Student Learning • Teacher Professionalism 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9)	159		159		154

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MUSIC		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Music Education National Conference <i>WV Content Standards</i> <i>Praxis Test Topics</i> <ul style="list-style-type: none"> • IV Music Learning K-12 • V Professional Practices 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0113 Music Content Knowledge (Contains Listening Section)	155		155		143
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

ORAL COMMUNICATION (Test No. 0220 Does Not Apply to 5-9)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> None <i>WV Content Standards</i> <i>Praxis Test Topics</i> <ul style="list-style-type: none"> • Interpersonal Communication • Small Group Communication • Public Speaking • Media and Their Difference • Play Production • Forensics • Assessment and Evaluation 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0220 Speech Communication	600				600
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

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PHYSICAL EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Safety • Lifetime Wellness • Physical Activity • Social Skill Development • Movement/Rhythmic Development • Motor Skill Development 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0091 Physical Education: Content Knowledge	150				150
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

PHYSICS		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> <ul style="list-style-type: none"> • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0265 Physics: Content Knowledge	126				126
	Praxis Test³					
	0523 Principles of Learning & Teaching (5-9) OR	N/A		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

NOTE: All programs leading to a Chemistry/Physics endorsement must meet the standards listed within this section as well as those listed in the Physics section. All individuals completing a program leading to an endorsement in Chemistry/Physics must meet all test requirements listed within this section as well as the Physics section.

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PRESCHOOL EDUCATION (Birth-Pre-K)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Association for the Education of Young Children* (NAEYC)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				

READING EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> International Reading Association* (IRA) <i>WV Content Standards</i> <i>Clinical Practice</i> A portion of the 12 required weeks of clinical practice must be spent in a reading classroom.	PPST³					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required					
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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READING SPECIALIST		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
GRADUATE CERTIFICATION PROGRAM <i>National Standards:</i> International Reading Association* (IRA) <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0300 Reading Specialist	520				520
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

RUSSIAN		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards Levels I-IV</i> <ul style="list-style-type: none"> • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections • Linguistic • Interdisciplinary • Global 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Required Test	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

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SCHOOL LIBRARY/MEDIA		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Library Association* (ALA) <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0310 School Library Media Specialist	570		570		520
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

SOCIAL STUDIES (5-Adult)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Council for the Social Studies* (NCSS) <i>WV Content Standards Levels</i> • West Virginia Studies (8 th Grade)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0081 Social Studies: Content Knowledge	148			148	144
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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SOCIAL STUDIES (5-9)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Council for the Social Studies* (NCSS) <i>WV Content Standards Levels</i> • West Virginia Studies (8 th Grade)	PPST³					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0081 Social Studies: Content Knowledge	151		151		
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A	N/A		165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	N/A	N/A		156	144

SPANISH (Test No. 0191 Does Not Apply to 5-9)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> • Communications • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections • Linguistic • Interdisciplinary • Global	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0191 Spanish: Content Knowledge (Contains Listening Section)	143				143
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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TECHNOLOGY EDUCATION		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0050 Technology Education	570				570
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	N/A			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

THEATRE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Alliance for Theatre and Education <i>WV Content Standards</i>	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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WELLNESS (Pre-K-Adult) Health and Physical Education Comprehensive		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0550 Health Education and	640		640		620
	0091 Physical Education Content Knowledge	150				150
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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ADMINISTRATIVE AND STUDENT SUPPORT SERVICES SPECIALIZATIONS

ATHLETIC TRAINER		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Association of Athletic Trainers (NATA)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				

SCHOOL COUNSELOR		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards</i> American Association of School Counselors	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0420 School Guidance and Counseling (Contains Listening Section)	580			580	

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SCHOOL NURSE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>State Standards</i> West Virginia Board of Examiners for Registered professional Nurses West Virginia RN Licensure National Association of School Nurses – "Scope and Standards of Professional School Nursing Practice"	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				

SCHOOL PSYCHOLOGIST		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> National Association of School Psychologists* (NASP)	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0400 School Psychologist	550		550		540

SOCIAL SERVICES/ATTENDANCE		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>State Standards</i> School Social Services and Attendance	PPST ²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				

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SPEECH ASSISTANT		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>State Standards:</i> Adopted from ASHA Including <ul style="list-style-type: none"> • Interpersonal Skills • Personal Qualities • Technical-Assistant Skills • Screening • Intervention 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
No Test Required		N/A				

SPEECH PATHOLOGIST		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> American Speech-Language Hearing Association (ASHA)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
0330 Speech Language Pathology		600		600		510

PRINCIPAL, SUPERVISOR OF INSTRUCTION, SUPERINTENDENT		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Educational Leadership Constituent Council* (ELCC)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
0410 Educational Leadership Administration and Supervision		570			570	520

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SPECIAL EDUCATION SPECIALIZATIONS

AUTISM		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0353 Education of Exceptional Students: Core Content Knowledge ⁷	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

BEHAVIOR DISORDERS (Excluding Autism)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0371 Teaching Student with Behavioral Disorders/Emotional Disturbances -AND-	156			156	136
	0351 Special Education Core Principles ⁴ -OR-	N/A	N/A		136	119
	0353 Education of Exceptional Students: Core Content Knowledge ⁴⁷	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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DEAF AND HARD OF HEARING		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
0524 principles of Learning & Teaching (7-12)	156			156	144	

GIFTED		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) Differentiation of Instruction	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No test Required	N/A				
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6)	165			165	152
	0523 Principles of Learning & Teaching (5-9)	159		159		154
0524 Principles of Learning & Teaching (7-12)	156			156	144	

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MENTALLY IMPAIRED (MILD/MODERATE)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
National Standards Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0351 Special Education Core Principles ⁴ -OR-	N/A	N/A		136	119
	0353 Education of Exceptional Student: Core Content Knowledge ⁴⁷	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (K-Adult Programs Only) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

Multi-Categorical Special Education (BD excluding Autism, MI, SLD)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
National Standards: Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • WV Content Standards & Objectives • Positive Behavioral Interventions & Supports • 6 Hours of Teaching Reading • Consultation • Differentiation of Instruction 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0371 Teaching Students with Behavioral Disorders/Emotional Disturbances -AND-	N/A	N/A		165	136
	0381 Teaching Students with Learning Disabilities -AND-	N/A	N/A		144	124
	0351 Special Education Core Principles ⁴ -OR-	N/A	N/A		136	119
	0542 Education of Exceptional Students: Mild to Moderate ⁶ -AND-	153	153			
	0353 Education of Exceptional Students: Core Content Knowledge ⁴⁷	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) (K-AD Programs Only) -OR-	165			165	152

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	0523 Principles of Learning & Teaching (5-9) -OR-	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

PRE-SCHOOL SPECIAL NEEDS (Pre-K-K)		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC)	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0690 Preschool/Early Childhood	550			550	510
	Praxis Test³					
		N/A				

SEVERE DISABILITIES		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) for MR/Developmental Disabilities as Applied to Students With Severe and Profound Disabilities • Consultation • Developing IEPs with WV Content Standards & Objectives	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0544 Education of Exceptional Students: Severe to Profound Disabilities	N/A-Cut Score to be Determined				
	0353 Education of Exceptional Students: Core Content Knowledge ⁴⁷	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

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SPECIFIC LEARNING DISABILITIES		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	0381 Teaching Students with Learning Disabilities - AND-	N/A	N/A		144	124
	0351 Special Education Core Principles ⁴ OR	N/A	N/A		136	119
	0382 Education of Exceptional Students: Learning Disabilities, and	133			136	119
	0353 Education of Exceptional Students: Core Content Knowledge ⁴⁷	146	146			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

VISUAL IMPAIRED		Required Score				
Standards Required	Required Test ¹	Current Score	July 1, 2003	Sept 1, 1999	Sept 1, 1998	Prior to Sept 1, 1998
<i>National Standards:</i> Council for Exceptional Children* (CEC) <ul style="list-style-type: none"> • Consultation • Differentiation of Instruction • Positive Behavior Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies 	PPST²					
	0710 Reading	174		174		172
	0720 Writing	172		172		171
	0730 Math	172				172
	Praxis II Content Test					
	No Test Required	N/A	N/A			
	0280 Teaching Students with Visual Impairments	660	660			
	Praxis Test³					
	0522 Principles of Learning & Teaching (K-6) OR	165			165	152
	0523 Principles of Learning & Teaching (5-9) OR	159		159		154
	0524 Principles of Learning & Teaching (7-12)	156			156	144

**CREDENTIALS REQUIRED FOR NEW INDUSTRIAL AND TECHNICAL
EDUCATION TEACHERS**

PROGRAM	CREDENTIAL	CREDENTIALING ORGANIZATION
Air Conditioning/Refrigeration Technology	ARI/GMA Entry Level Residential Heating & Cooling Technician and Refrigerant Recovery & Recycling Certification	Air-Conditioning Refrigeration Institute (ARI) EPA
Automotive Machinist	Master Engine Machinist Cylinder Head Specialist Cylinder Block Specialist Engine Assembly Specialist	Automotive Service Excellence
Automotive Technology	-Engine Performance - Brakes -Electrical/Electronics Systems -Suspension/Steering	Automotive Service Excellence
Collision Repair Technology	-Structural -Non-Structural -Painting/Refinishing -Mechanical/Electrical	Automotive Service Excellence
Communications Technology	None	None

Culinary Arts	None	None
Conventional/Computer Aided Drafting	ADD Certification	American Design and Drafting Association
Cosmetology	Cosmetologists, Barber and Nail Technicians	WV State Board of Barbers & Cosmetologists
Diesel Equipment Technology	-Diesel Engines -Suspension/Steering -Brakes -Electrical/Electronics -Preventive Maintenance -Inspection	Automotive Service Excellence
Electrical Technology	Master Electrical License	WV Fire Marshall's Office
Electronics Technology	None	None

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Emergency Services	-WV EMT License or WV Paramedic License, -Current CPR Instructor Certification, -Current EMT Instructor Certification, -National Registry Exam Score of 85%, AND -Firefighter 1 and Firefighter 2 Exam of 85% OR NFPA 1001 National Certification	WV State Fire Commission
Facilities Maintenance	None	None
General Building Construction	None	None
Graphic Communications	Printing Technician	Printing Industries of America
Graphic Design	None	None
Industrial Equipment Maintenance	None	None
Industrial Safety	None	None
Machine Tool Technology	Machine Tool Technician	NIMS
Masonry	None	None
Materials Distribution	None	None
Mine Orientation – 80 Hours Underground	80 Hours Underground	Board of Miner Training, Education and Certification
Mine Orientation – 40 Surface Hours	40 Hours Surface	Board of Miner Training, Education and Certification
Power Equipment Systems	None	None
Quantity Foods	None	None
Welding Technology	Welders Certification -SMAW plate-GMAW plate	State of West Virginia Welding Certification Program

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**REQUIRED TESTS FOR THE CAREER/TECHNICAL PERMIT AND
CAREER/TECHNICAL CERTIFICATE**

BASIC SKILLS⁷

California Achievement Tests Required for Career/Technical Educators Required Score		
	Career/Technical Permit	Career/Technical Certificate
Reading	771	777
Writing	757	765
Mathematics	775	783
Content Specializations		
	Permit Issuance	Permit Renewal⁸
Career/Technical Occupations ⁹	Industry Recognized Credential Content	Written and Content Performance Sections of NOCTI ¹⁰
Practical Nursing	Valid WV License as RN	
Nursing Assistant & Health Assistant	Valid WV License as RN	
Medical Assistant	Valid AAMA or AMT 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	

⁷Exemptions to the Basic Skills Tests are identified in §126-136-10.1.2.c.F. This Appendix **ONLY** includes exemptions based on ACT and SAT scores, Please refer to §126-136-10.1.2.c.F. for other exemptions.

⁸The testing components and scores established for the renewal of a permit are also required for the issuance of a Career/Technical Certificate.

⁹If a NOCTI test or a national or state certificate or license is not available, content specialization test shall be developed or obtained from other sources.

¹⁰The minimum score for passing the NOCTI test shall be one-half standard deviation below the mean plus the standard error of measurement.

APPENDIX C

**ENDORSEMENTS ELIGIBLE FOR THE PERMANENT
AUTHORIZATION OF GRADE LEVELS**

General Education Specializations

The following teachers assigned to serve students identified in the left column may be assigned to provide services to students identified in the right column provided they secure the appropriate authorization.

Art K-12 or 1-12	Pre-K-Adult
Art 1-9	Pre-K-9
Gifted 1-12, 1-6 or 5-12	1-12
Health 1-12 or K-12	Pre-K-Adult
Music K-12 or 1-12	Pre-K-Adult
Music 1-9	Pre-K-9
Physical Education K-12 or 1-12	Pre-K-Adult
Physical Education 1-9	Pre-K-9
Reading Specialist K-12 or 1-12	Pre-K-Adult
Reading Specialist 1-9	Pre-K-9
Hearing Impaired K-12	Pre-K-Adult
School Library/Media K-12	Pre-K-Adult

Student Support Specializations

The following school support service personnel assigned to provide services to students identified in the left column may be assigned to provide services to students listed in the right column provided they secure the appropriate authorization.

Counselors K-8	Pre-K-8
Counselors K-9	Pre-K-9
Counselors K-12	Pre-K-Adult
Counselors 1-9	Pre-K-9
Counselors 7-12 or 5-12	7-Adult or 5-Adult
Speech and Hearing Therapy K-12 or 1-12	Pre-K-Adult
Speech and Hearing Therapy 1-9	Pre-K-9
Educational Audiologist K-12	Pre-K-Adult
Speech Language Pathologist K-12	Pre-K-Adult
School Nurse K-12	Pre-K-Adult
Speech Therapy 1-12	Pre-K-Adult
School Psychologist K-12 or 1-12	Pre-K-Adult
School Services/Attendance K-12	Pre-K-Adult

Administrative Specializations

The following school administrators and supervisors assigned to serve students identified in the left column may be assigned to provide services to students listed in the right column provided they secure the appropriate authorization.

Superintendents K-12 or 1-12
Principals K-8 or 1-8
Principals K-9 or 1-9
Principals 7-12 or 5-12
Supervisors General Instruction K-12

Pre-K-Adult
Pre-K-8
Pre-K-9
7-Adult or 5-Adult
Pre-K-Adult

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

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

SUBJECT WVBE Policy 5202 FUND N/A

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) N/A

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) N/A

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) N/A

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	\$0	\$0	\$0	\$0	\$0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$0	\$0	\$0	\$0	\$0
2. ESTIMATED TOTAL REVENUES	\$0	\$0	\$0	\$0	\$0

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

There are no costs or revenues associated with the proposed Policy 5202 revision.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

April 28, 2006

West Virginia Department of Education

Stewart L. Paine

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

COMMENT LOG

A = Accepted, N = Not Accepted, N/A = Not Applicable + = Positive, - = Negative, O = Neutral

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/ TYPE	RATIONALE
	§126-136-10 Licenses for Professional Educators			
05-26	Vicki Jenkins Director/Principal vjenkins@access.k12.wv.us James Rumsey Technical Institute 743 Caledonia Dr. Martinsburg WV 25401-5739	I am voicing concern over the proposed changes from 4 years to 6 years in the career and technical education requirement for technical teachers. I strongly encourage you to leave the work experience requirement at 4 years. There are many other qualifying standards (WVU Tech Teacher Education Program, NOCTI Exam, & Basic Skills Exam) in place that ensure qualification as a technical instructor. It is difficult enough to hire qualified trades instructors on the beginning teacher salary scale. In recent years we have	A+	The qualifying standards beyond the work experience ensure that a technical instructor is adequately prepared for the position; therefore, the work experience requirement will remain at four (4) years.

	hired instructors with 4 years of service and they have proven to be excellent instructors.		
§126-136-12 Paraprofessional			
05-17	<p>Barbara King State Coordinator: Deaf, Deafblind and Hard of Hearing Barbara.King@wvdrs.org WVDRS Box 50890 Charleston WV 25305-0890</p>	<p>I have two concerns re: the interpreter certification. While this certification is long overdue and should help make great strides in improving the quality of interpreter services, there are two significant components missing: There is no requirement to continue with professional development beyond the permanent status; and once permanent certification is acquired, there is no requirement for the interpreter to be reassessed. Lack of reassessments or requirement of CE programming will certainly lead to complacency and deterioration of skills, and loss of any gain made by these requirements. Consideration should be given to requiring annual continuing ed hours and at a minimum, reassessments every 2-3 years.</p>	N+
			<p>While our intent is to improve the quality of interpreter services provided to students in West Virginia, requirements beyond permanent certification would not be consistent with requirements of paraprofessional educators. WVBE does not regulate continuing education requirements of educators; county boards of education are responsible for this monitoring. However, in response to this comment, WVDE will provide county professional/staff development coordinators with a listing of appropriate suggested opportunities that would align with educational interpreter needs.</p>

05-21	<p>Jim Phillips Interpreter jiminy@verizon.net 110 Terrace Manor Fairmont WV 26554</p>	<p>My am concerned that Board Members and Teaching Staff do not understand the needs of Deaf students. I am also concerned that a shortage of qualified interpreters will become pervasive with regard to video interpreting businesses offering more lucrative incentives to interpreters who would otherwise be working in the school system. The fact that some schools would hire someone who is not an interpreter to do the job is appalling to me. Rules need to change to eliminate that procedure simply based on seniority. Interpreting is a skilled profession, not just a job.</p>	<p>A+</p>	<p>As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students.</p>
05-24	<p>Scott S. Martin Director of Special Education smartin@access.k12.wv.us RESA - 6 30 G.C.&P. Road Wheeling WV 26003</p>	<p>As a RESA, we employ and evaluate the educational interpreters. Should the language include the "recommendation of the RESA director" as well as the Superintendent?</p>	<p>A+</p>	<p>Board of education is defined in §126.136-4.13, and includes RESA. In addition, Superintendent is defined in §126.136-4.60 and includes board of education. Therefore, the recommendation of a county superintendent would also include the director of a RESA.</p>
05-25	<p>shiloh thompson owner shilohsway@verizon.net</p>	<p>Union classifications and educational interpreter job descriptions</p>	<p>A+</p>	<p>As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be</p>

access communication services for
the deaf
121 park avenue
spencer wv 25276

Because district policies are often emmeshed with union contracts, educational interpreters are frequently indentified as para-professional, classified union employees. Sadly, educational interpreters who are governed by collective bargaining contracts have virtually no power to insist upon safe and professional workplaces. District administrators and union stewards often work together to maintain contractual control over interpreters and are rarely ever challenged during collective bargaining to redevelop or promulgate professional policies for educational interpreters. The end result is often an unprofessional workplace and diminished education to Deaf and hard of hearing children. The classic educational interpreter job description, which has long included most, if not all, of the responsibilities of the classroom aide has seen its day. These contract-driven jobs are typically ranked on the pay scale

successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students. WVBE does not regulate continuing education requirements of educators; county boards of education are responsible for this monitoring. However, in response to this comment, WVDE will provide county professional/staff development coordinators with a listing of appropriate suggested opportunities that would align with educational interpreter needs.

	<p>among other classified positions, and are at best a scant step above instructional assistants and tutors, even though tutors and aides are rarely required to have any special training or expertise. Additionally, job descriptions are commonly presented as slash (/) jobs (ie: "Interpreter/tutor") which can lead faculty to the conclusion that interpreters are nothing more than paraprofessional classroom assistants who can sign. Rarely do districts provide in-service training to staff on the role of educational interpreters in the classroom.</p> <p>RID "views" May, 2006 "Certification Requirements and Employment and Safety Standards In K-12 Education" by Penni Warford, CT, California</p>		
<p>As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the</p>	<p>A+</p> <p>Please make it policy that all educational interpreters should have some kind of certification behind them ie. EIPA, RID etc. It is only the children who suffer when they are required to use uncertified interpreters. Teachers are required to be certified in</p>	<p>Eva Aldrich vevaldrich@destin.com 1012 Knob Way South Charleston wv 25309</p>	<p>05-27</p>

<p>appropriate skills essential for delivering quality interpretive services to students.</p>		<p>order to teach our children why should we expect less from those who give the message to the children. Perhaps those who are already uncertified interpreters in the school system could be given a certain time frame in order to get certification, but this is absolutely essential for our children to have equivalent education to those of their peers. Thank you for reading my comments.</p>	
<p>As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students.</p>	<p>A+</p>	<p>I am a proud hearing parent of a proud deaf child, and it is frightening to know my child has an interpreter who may know less American Sign Language than my child because our educational system fails to comply with ADA regulations requiring equal access. All working interpreters and new hires should be required to pass the EIPA prior to ever stepping into the classroom. If an 'interpreter' or 'signing aide' can't pass this test, the interpreter/signing aide should no longer be employed as such.</p>	<p>05-30 Harlan Harrah harlanharrah@verizon.net 7032 Sissonville dr Charleston wv 25320</p>

	<p>When our interpreters are not held accountable, and are not required to be certified, the interpreter doesn't suffer (he/she still has employment), it is my child, and other deaf children that suffer because signing aides are not qualified to interpret the educators' message.</p> <p>Due to the fact district policies are often enmeshed with union contracts, educational interpreters are frequently identified as paraprofessional, classified union employees. Sadly, educational interpreters who are governed by collective bargaining contracts have virtually no power to insist upon safe and professional workplaces. District administrators and union stewards often work together to maintain contractual control over interpreters and are rarely ever challenged during collective bargaining to redevelop or promulgate professional policies for educational interpreters. The</p>	<p>N/A-</p> <p>N/A-</p>	<p>The scope of this policy does not extend to personnel laws. In order for changes to be made as requested, W. Va. Code §18A-4-8 must be amended.</p> <p>County Boards of Education are responsible for employing personnel. The county board of education is responsible for posting positions in accordance with local and state policy.</p>
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end result is often an unprofessional workplace and diminished education to deaf and hard of hearing children.

The classic educational interpreter job description, which has long included most, if not all, of the responsibilities of the classroom aide has seen its day. These contract-driven jobs are typically ranked on the pay scale among other classified positions, and are at best a scant step above instructional assistants and tutors, even though tutors and aides are rarely required to have any special training or expertise. Additionally, job descriptions are commonly presented as slash (/) jobs (ie: "Interpreter/tutor") which can lead faculty to the conclusion that interpreters are nothing more than paraprofessional classroom assistants who can sign. Rarely do districts provide in-service training to staff on the role of educational interpreters in the classroom.

A+

As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students. WVBE does not regulate continuing education requirements of educators; county boards of education are responsible for this monitoring. However, in response to this comment, WVDE will provide county professional/staff development coordinators with a listing of appropriate suggested opportunities that would align with educational interpreter needs.

RID "views" May, 2006

"Certification Requirements and Employment and Safety Standards In K-12 Education" by Penni Warford, CT, California

Educational Interpreters are highly qualified credentialed professionals, as it should be insisted upon. Communication is an essential human need and, therefore, a basic human right. Without it, no individual or community can exist, or prosper. Communication enables meanings to be exchanged, prompts people to act, and makes them who and what they are. To limit this right with poorly skilled, uneducated signers is to take away the child's basic right as a human that ultimately limits their access to their environment, curriculum, social acceptance, literacy, and language acquisition. Minimal language results in a future of social security dependency, low quality of life, and poor self-esteem

A+

As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students.

Highly qualified teachers are required in our classrooms. Would you allow a poorly qualified teacher without certification or degrees teach? Then why would you allow a poorly qualified, uncertified interpreter to deliver a highly qualified teachers lesson to a child only beginning to form the concepts that will be built upon for a lifetime? Interpreters of children are most often times a child first and only language model. Meaning deaf children entering school often times have no language and it is left up to the interpreter to teach the child his or her language. The parents rarely are able to sign, the deaf and hard of hearing teachers are incapable of signing fluently (unless they are deaf) and the teachers obviously are unable to sign, and there are rarely other peers that are also deaf in the same school or classrooms to socialize with. So it is up to us, the interpreters, not only to teach the child language but also to

A+

As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students.

work with that child in a way that we can foster independence in them at the appropriate age levels. We must be educated in child growth and development, first language acquisition, ASL linguistics, Deaf Culture, Interpreting, Transliterating, English Modes of Communication, and ethics, as well as a strong knowledge base of the classroom subjects being explored such as Math, Science, and English.

All children deserve equal access! My child deserves equal access!

ANY PERSON WORKING WITH A DEAF CHILD NEEDS TO BE CERTIFIED!!

TOO MANY CHILDREN HAVE ALREADY SUFFERED THROUGH OUR EDUCATIONAL SYSTEM, AND OUR SOCIAL SECURITY AND WELFARE SYSTEM WILL FAIL IF OUR DEAF

A West Virginia Certified teacher is

		<p>CHILDREN ARE NOT PROVIDED WITH SKILLED, CERTIFIED INTERPRETERS. WITH THE PROPER EDUCATION AND INTERPRETING SERVICES OUR DEAF CHILDREN CAN GROW TO BE PRODUCTIVE MEMBERS OF SOCIETY, HARD WORKING, CONTRIBUTOR TO BOTH HEARING AND DEAF SOCIETIES. DO NOT DISABLE THESE STUDENTS ANY MORE THAN THEY ARE.</p>	<p>A+</p>	<p>assigned to each deaf/heard of hearing student according to the student's Individualized Educational Plan (IEP). This teacher, who is certified in Deaf Hard of Hearing or Hearing Impaired, provides services to each student on his/her caseload.</p> <p>As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students.</p>
<p>05-31</p>	<p>Nancy Bragg BraggFarm@aim.com Interested Citizen Route 4, Box 358A Charleston WV 25312</p>	<p>This is in reference to interpreters for deaf children in the public school system. They should be certified with no exceptions. It is crucial to the educational advancement of deaf students to have an interpreter that has, at the</p>	<p>A+</p>	<p>As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that</p>

<p>very least, a basic certification. The people currently in these positions should have to go through a certification program and be required to update their skills through continuing education programs. Currently some deaf children are not getting an education equal to hearing children due to poor instruction by unqualified interpreters. Please don't pass a bill that will allow this deficiency to be perpetuated.</p>	<p>provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students.</p>
<p>All interpreters should be certified to provide the best education for Deaf Children. "Educational Interpreters are highly qualified credentialed professionals, as it should be insisted upon. Communication is an essential human need and, therefore, a basic human right. Without it, no individual or community can exist, or prosper. Communication enables meanings to be exchanged, prompts people to act, and makes them who and what they are. To limit this right with poorly</p>	<p>As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students.</p>
<p>Rosemary Poyet RN rosemarypoyet@charter.net 714 Harless Lane Charleston WV 25302</p>	<p>A+</p>

05-31

skilled, uneducated signers is to take away the child's basic right as a human that ultimately limits their access to their environment, curriculum, social acceptance, literacy, and language acquisition. Minimal language results in a future of social security dependency, low quality of life, and poor self-esteem

Highly qualified teachers are required in our classrooms.

Would you allow a poorly qualified teacher without certification or degree teach?

Then why would you allow a poorly qualified, uncertified interpreter to deliver a highly qualified teachers lesson to a child only beginning to form the concepts that will be built upon for a lifetime? Interpreters of children are most often times a child first and only language model. Meaning deaf children entering school often times have no language and it is left up to the interpreter to teach the child his or her language. The parents

	<p>rarely are able to sign, the deaf and hard of hearing teachers are incapable of signing fluently (unless they are deaf) and the teachers obviously are unable to sign, and there are rarely other peers that are also deaf in the same school or classrooms to socialize with. So it is up to us, the interpreters, not only to teach the child language but also to work with that child in a way that we can foster independence in them at the appropriate age levels. We must be educated in child growth and development, first language acquisition, ASL linguistics, Deaf Culture, Interpreting, Transliterating, English Modes of Communication, and ethics, as well as a strong knowledge base of the classroom subjects being explored such as Math, Science, and English."</p>	
	<p>I am commenting on the issue of placing educational interpreters in the para-professional classification.</p>	
06-01	<p>April Hottle hottle2000@yahoo.com parent of Deaf child Route 1, Box 28 Gay, WV 25244</p>	

<p>As Lawrence Siegel, Founder and Director of the National Deaf Education Project wrote, "The need and right to communicate is the most fundamental of human rights. To deny it is to harm the human spirit. To foster communication is to reveal all the possibilities of life."</p>	<p>The educational interpreter provides as a direct link for deaf students through interpreter services to information being presented by the classroom teacher. In order to effectively provide interpreting services, the interpreter must have an in depth understanding of child development.</p>
<p>Interpreters provide language and communication access to Deaf children. Deaf children are provided the right to Freedom of Speech from the First Amendment. Freedom of Speech for a Deaf child demands interpreters with fluent sign language skills. Interpreters must prove their skills using a certification tool such as the NIC or RID test.</p>	<p>The General Conditions for Issuance of an Initial Paraprofessional certificate include submitting evidence of satisfying 36 semester hours of post-secondary education or its equivalent in the following areas: Basic Skills, General Studies, Computer Literacy, Special Education, Classroom Management, Human Growth and Development and Electives. In addition, applicants must complete an Academic Assessment. Therefore, an applicant meeting the minimum requirements for Paraprofessional certification in addition</p>
<p>We must not say that the Deaf child's parents are responsible for requesting quality services. Those of us who understand the need for language and communication in order learn must insist that HIGH standards</p>	<p>N-</p>

for interpreters be set. These interpreters provide the link from the Deaf child to the instruction of the highly qualified teacher.

The para-professional category requires 16/18 hours of courses yet the function of an interpreter is language access---sign language skills---not knowledge in child development, etc. The interpreter works as a link to communicatoin and anguage between the Deaf child and the highly qualified teacher. All requirements for an interpreter must focus on their Sign Language Skills.

Learning requires a language base. Deaf children must have a strong first language. American Sign Language is a language. Deaf children use a visual language--American Sign Language. This is the language that interpreters must seek fluency.

The State Board of Education

to the requirements of an educational interpreter, will be more prepared for the delivery of interpreter services to students.

County Boards of Education are responsible for employing personnel. The county board of education is responsible for posting positions in accordance with local and state policy.

N/A+

<p>must not believe that an interpreter shortage will result if high standards are set for interpreter skills. Pennsylvania has proven that interpreters can be trained to improve their skills and pass requirements. Of 25 interpreters in the program, 23 passed the higher requirements. WV can do the same.</p> <p>Also, all interpreter positions filled by uncertified interpreters should be advertised nationwide--at all Interpreter Training Programs, Colleges/Universities with ITP programs, etc. These trained people will come to West Virginia.</p> <p>In conclusion, I believe the State Board of Education should look to the well-being of all Deaf children in the state. I believe test scores of Deaf children in the state show that the current methods of hiring any person who says they "can sign" is not working. Equally, I believe placing interpreters in a para-</p>	<p>N/A+</p>	<p>WVDE believes it is necessary to implement requirements that improve the quality of services delivered by Educational Interpreters.</p>
<p>N-</p>	<p>NIC/RID certifications are relevant for adults. They do not meet the programmatic level needs of students in WV public school systems. WVBE currently accepts the EIPA and it is recognized by NIC/RID</p>	

professional category will not be of benefit to Deaf children. Instead, requiring interpreters to become certified with the NIC/RID will give Deaf children access to instruction and an opportunity to have an equal education with their hearing peers. Deaf children are not stupid or dumb. They just have not had access to instruction due to the poor sign language skills of their interpreters and the sad truth that many of the Deaf children in West Virginia do not have a first language. They can't speak and they can't sign.

Interpreters are a language model for Deaf children.

I ask the members of the State Board of Education to remove interpreters from policy 5202 and the para-professional category. Instead, create standards for interpreters requiring NIC/RID certification.

Thank you for considering these

NIC/RID certifications are relevant for adults. They do not meet the programmatic level needs of students in

N-

	<p>points.</p> <p>April Hottle</p>	<p>WV public school systems. WVBE currently accepts the EPA and it is recognized by NIC/RID</p>	
<p>06-01</p> <p>Doris Weekley Assistant Superintendent dlweekl@access.k12.wv.us Roane PO Box 609 Spencer WV 25276</p>	<p>Interpreters are NOT aides. They should be required to pass some sort of certification in order to qualify for their positions. Interpreters are the direct connection between a highly qualified teacher is the interpreter. Please consider this!!!!</p> <p>A+</p>	<p>As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students.</p>	
<p>06-07</p> <p>Elizabeth Ann Leisure Secretary elzleisure@verizon.net WV Association of the Deaf 3302 Central Avenue Parkersburg WV 26104</p>	<p>On behalf of West Virginia Association of the Deaf, I am making public comments about placement of educational interpreters in the paraprofessional positions. Currently, many of the hired interpreters in the school systems are not certified and do not possess the knowledge and skills of the certified educational interpreters. In the first place, they were wrongly hired. There should have been an interview committee comprised of</p> <p>N/A-</p>	<p>County Boards of Education are responsible for employing personnel. The county board of education is responsible for posting positions in accordance with local and state policy</p>	

community interpreters, interpreter educators, deaf adults, and individuals who possess knowledge about deafness and the process of educational interpreting. I was informed that the uncertified interpreters were hired by the board of education because "they took some sign language classes or know sign language."

I, as well as several deaf adults, have noted that many uncertified interpreters do not use correct conceptual signs because they do not associate with us deaf adults or participate in the deaf events or attend enough training to enhance their skills. They do not even have enough signing skills to communicate with neither a deaf adult nor the ability to interpret from American Sign Language (ASL) into spoken English if they were approached by a deaf adult. If they do not associate with deaf adults, how does one expect them to improve their signing and interpreting

A+

As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students. WVBE does not regulate continuing education requirements of educators; county boards of education are responsible for this monitoring. However, in response to this comment, WVDE will provide county

skills? I am afraid by the end of 2008, most of them will not pass the EIPA tests and the deaf students will lose their interpreters if something is not done to sharpen their signing and interpreting skills.

An interpreter may be provided for the mainstreamed deaf child in some classes; as I mentioned above, many of these interpreters are insufficiently skilled to cover the range of academic subjects required, and very few are board certified. Many communities can neither recruit nor afford qualified interpreters. Few schools in America would appoint a nurse, a counselor, or an audiologist without certification; standards are much lower when it comes to finding an ASL interpreter. Then the deaf child who depends on an unskilled interpreter relates very little to the teacher. The child must keep his eyes glued on the interpreter for long stretches while classroom events suit his

professional/staff development coordinators with a listing of appropriate suggested opportunities that would align with educational interpreter needs.

hearing classmates. The child will not be adequately educated and will leave school with a second or third grade reading level. Certified interpreters are important language models for deaf students. If there were no interpreters, how else can the students pick up the language? Most deaf students are illiterate because they were not allowed to use their native language in schools; instead they were forced to be taught English. This needs to be changed.

I made sure that my deaf daughter, Linda, had the qualified interpreters in all of her mainstreamed classes from Kindergarten to 12th grade. Because Linda had already had a native ASL language when she arrived to school, she had done extremely well. She had graduated from Gallaudet University in May of 2004 with honors. She is now working on her Masters Degree in rehabilitation counseling. It has

As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students.

A+

	<p>been proven that the native speakers of ASL outperform their deaf classmates from hearing homes (that do not sign) in most subjects, including reading and writing English. Linda can read and write English.</p> <p>I would strongly suggest that the State Board of Education hire an interpreter coordinator or evaluator immediately with the requisite credentials and skills needed to serve in an administrative or other supervisory role. The supervisor must have sufficient knowledge of educational interpreting services to assist with areas such as role differentiation, ethical issues, scheduling, conflict resolution, professional development, and mentoring. He/she must have a minimum of five years experience interpreting in elementary and secondary settings and certification through National Interpreter Certification (NIC). Especially professional development and mentoring so</p>	<p>N/A+</p>	<p>Currently, a Coordinator is employed at the WVDE to provide program support for low-incidence cases.</p> <p>As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be</p>
	<p>A+</p>		

that the supervisor can provide in-service training and classes to help the existing interpreters to enhance their signing and interpreting skills including broaden their knowledge about deaf culture. If the training and classes are provided immediately to the interpreters, they should be ready to take and pass the EIPA test. Another idea would be for the supervisor to recruit interns from Interpreter Training Programs for possible employment if they pass the overall job performance and evaluation.

After the interpreters receive their permanent licenses, they should be required to maintain 8 continuing education units, or 80 contact hours, in a four-year period by participating in professional development activities (workshops and conferences) and coursework as approved by the interpreter coordinator or evaluator. Lastly, the State Board of

successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students. WVBE does not regulate continuing education requirements of educators; county boards of education are responsible for this monitoring. However, in response to this comment, WVDE will provide county professional/staff development coordinators with a listing of appropriate suggested opportunities that would align with educational interpreter needs.

WVBE is not partnered with any agency to provide educational interpreter services.

N/A-

		<p>Education should not be partnered with Marshall University but with an Interpreter Training Program such as one at Gallaudet University, at Pittsburgh University, at Kent State University or Sinclair Community College.</p>		
<p>06-12 April Hottle hottle2000@yahoo.com Rout 1, Box 28 Gay WV 25244</p>	<p>The paraprofessional Certificate endorsed for Educational Interpreters should not be for 17 months. (The initial paraprofessional certificate - educational interpreter that is effective on or after January 1 may be issued as an initial paraprofessional certificate- educational interpreter valid until June 30 of the following school year. 12.1.2) The certificate should expire at the end of THAT school year and then the school/county/state/commission should advertise NATIONALLY for certified interpreters to fill that vacant interpreter position. In addition, each interpreter position in the state should be NATIONALLY advertised until an NAD/NIC/RID certified</p>	<p>N- N-</p>		<p>As stated, guidelines for ensuring that students are being provided with the interpreting services necessary to be successful in a public education environment are included in this policy revision. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students. By providing a tiered level of certification, individuals serving as an educational interpreter have the opportunity to gain the skills necessary to deliver quality services to students.</p> <p>County Boards of Education are responsible for employing personnel. The county board of education is responsible for posting positions in accordance with local and state policy.</p>

interpreter fills that position.
ALL uncertified interpreters used to fill positions with Deaf children in WV should KNOW that their position WILL be replaced with a NAD/NIC/RID certified interpreter and that **SERIOUS and CONTINUOUS** advertising is searching for a qualified replacement.

12.1.3 General 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: Basic Skills (9 semester hours or equivalent in reading, writing and mathematical computations. 3 semester hours of coursework can be credited by passing each of the Pre-Professional Skills Tests in reading, writing and mathematics or meeting one of the exceptions identified in #126-136-10.1.2.c.F. Equivalent training may be obtained from in-service programs or adult technical education programs

	<p>delivered through county school systems or RESAs provided the equivalent training for the Paraprofessional License reflects the distribution of requirements specified in #126-136-12.1.3. 15 clock hours of in-service or adult technical education equals one semester hour of college/university credit . . .)</p> <p>WHERE IS THE AMERICAN SIGN LANGUAGE SKILL REQUIREMENT? Realize that the position that you are seeking to fill is a language expert---a person fluent in a second language---American Sign Language. Where are the requirements listed for the American Sign Language skill requirements?</p> <p>The sign language interpreter is the ONLY means of educating our Deaf children in West Virginia. No matter the skill of the classroom teacher, it is the sign language interpreter who transfers this instruction to the</p>	<p>N/A-</p> <p>The general conditions for issuance pertain to all paraprofessional certificates. The Educational Interpreter is a credential beyond the general Paraprofessional. Therefore, the requirements are listed in that section.</p>
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<p>Deaf child. The interpreter's skill in math, science, etc. is of no value without the ability to SIGN that information to the Deaf child. The requirements in the paraprofessional category for reading, mathematics, general studies, computer literacy and special education does not focus on the CENTRAL POINT--sign language interpreters must be fluent in sign language! THAT is the main issue! FILL INTERPRETER POSITIONS WITH CERTIFIED INTERPRETERS.</p> <p>Establish a training plan for interpreters who do not have fluent sign language skills. Do not accept anything less than the BEST. Our Deaf children need our support.</p> <p>Again, the issue is language skills--American Sign Language fluency.</p> <p>Educating Deaf children is the goal. Changing the future for</p>	<p>A+</p>	<p>That is the intent of the proposed language in Policy 5202. It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students. By providing a tiered level of certification, individuals serving as an educational interpreter have the opportunity to gain the skills necessary to deliver quality services to students.</p>
	<p>A+</p>	<p>It is a concentrated effort to implement certification requirements that provide educational interpreters with the appropriate skills essential for delivering quality interpretive services to students. By providing a tiered level of</p>

commented that many of the Deaf children in WV's schools will not be able to pass the ASLI and ASL II test to get credit without actually taking the classes (the upcoming American Sign Language as a Foreign Language classes to be taught in West Virginia schools). This should sober us to the seriousness that our Deaf children do not have a first language. They do not have a means to receive knowledge and to be taught.

This must change. With certified interpreters using a REAL language (American Sign Language) and not a "made-up" type of communication system between the Deaf child and his interpreter, Deaf children will have a language and be able to gain the education necessary to succeed.

I ask that policy 5202 NOT include sign language interpreters as paraprofessionals. Instead, require interpreters to pass

Deaf children--giving them an education that will allow them to become successful and compete with hearing peers--that is the goal.

As Lawrence Siegel, Founder and Director of the National Deaf Education Project states, "The need and right to communicate is the most fundamental of human rights. To deny it is to harm the human spirit. To foster communication is to reveal all the possibilities of life."

and:

"The need for and the right to communication and language is fundamental to the human condition. Without communication, an individual cannot become an effective and productive adult and informed citizen in our democracy."

At the recent Commission for the Deaf and Hard of Hearing Board meeting, Annette Carey

certification, individuals serving as an educational interpreter have the opportunity to gain the skills necessary to deliver quality services to students.

national certification tests such as the NIC/RID/NAD. Establish training programs state-wide to work with our interpreters who want to improve and set a deadline for reaching the skills.

Advertise nationally for certified interpreters to come to WV and fill positions with our Deaf children. The focus must be the education of our Deaf children--not providing jobs to people who are not certified, not qualified and not capable of providing language access to Deaf children

The Deaf children in West Virginia are just like hearing children. They plan to go to college, get a job, get married, support a family, be successful. We must do our part to make their dreams come true. They are diligently trying to get an education. It is our responsibility to provide them with certified interpreters who can allow instruction to reach them.

N-

NIC/RID certifications are relevant for adults. They do not meet the programmatic level needs of students in WV public school systems. WVBE currently accepts the EIPA and it is recognized by NIC/RID

<p>The West Virginia Commission for the Deaf and Hard of Hearing (WVCDHH) commented on Policy 5202 during the public comment period. As with all policy revisions, it is required that the state board of education provide a public comment period. Policy 5202 was on the WVBE May agenda. In addition, the policy was posted to the WVDE website following the May meeting. Several responses were received regarding the proposed changes to Policy 5202.</p> <p>Please refer to the comment made by a representative of the WVCDHH that follows:</p> <p>"I want to emphasize that it is vital that</p>	<p>N+</p>	<p>The paraprofessional classification for sign language interpreters is an important issue to the Deaf Community. I have checked on the Commission for the Deaf and Hard of Hearing's Web Page but did not find any mention of this issue.</p> <p>I believe the public comment MUST include members of the Deaf community and they should have been notified of the issue. The Commission for the Deaf and Hard of Hearing is the main resource for the Deaf in WV. Does the WVCDHH have a list of Deaf residents in WV? Did the</p>	<p>06-12</p> <p>April Hottle hottle2000@yahoo.com Route 1, Box 28 Gay WV 25244</p>

<p>the Board adopt SOME specific policy setting standards for educational interpreters for the deaf. The law already guarantees all children a free appropriate public education, and the state's schools could be just one lawsuit away from having standards imposed by a court rather than the Board. The Board has the responsibility to act. I know that the policy under review has been painstakingly prepared, and I urge the Board to adopt it, with or without such modifications as may be appropriate. But please act - now."</p>		<p>Commission contact the Deaf Community about policy 5202? Was it posted on the Commission's website?</p> <p>Since policy 5202 includes sign language interpreters, I believe the WV Department of Education must provide a time extension during which time the Commission will be able to contact all Deaf residents in West Virginia and inform them of their right to comment on the policy. As a agency which serves the Deaf, I believe the Commission for the Deaf and Hard of Hearing should have done this when the policy was first available to receive public comment.</p>	
<p>§126-136-18 Appropriate Assignments According to License</p>			
<p>06-12</p>	<p>Linda Carson Ware Distinguished Professor linda.carson@mail.wvu.edu West Virginia University 280 Coliseum Box 6116 West Virginia University Morgantown WV 26506-6116</p>	<p>(blank)</p>	<p>N/A</p> <p>This was submitted without any comments.</p>

§126-136-1 General

<p>05-19</p>	<p>John Knisely jmk@goodwingoodwin.com WVCDHH Board Member 300 Summers Street Suite 1500 Charleston WV 25301</p>	<p>My comment is a general one. I could perhaps quibble here and there with some specific item in the policy, but quibbling is not productive now (if it ever is). I want to emphasize that it is vital that the Board adopt SOME specific policy setting standards for educational interpreters for the deaf. The law already guarantees all children a free appropriate public education, and the state's schools could be just one lawsuit away from having standards imposed by a court rather than the Board. The Board has the responsibility to act. I know that the policy under review has been painstakingly prepared, and I urge the Board to adopt it, with or without such modifications as may be appropriate. But please act - now.</p>	<p>A+</p>	<p>Pending approval from the WVBE, this policy will have been amended to reflect the required standards for educational interpreters.</p>
<p>05-18</p>	<p>Sara Stankus Counselor sarastankus@aol.com Buckhannon Upshur High School HC 36 Box 170 Buckhannon WV 26201</p>	<p>It is important that counselors receive monetary encouragement to increase/continue their professional development. The role of the counselor is critical to the success of the school systems</p>	<p>N/A+</p>	<p>This comment does not call for any changes to policy. It expresses support of recent changes in W.Va. Code §18-A-4-2b regarding the reimbursement and salary supplement for Nationally Certified Counselors.</p>

	<p>at all levels (elementary, middle and secondary). The counselor who is nationally certified is required to continue and document their professional development. All professionals working with children should be encouraged to complete this level of certification.</p>		
<p>County Boards of Education are responsible for employing personnel. The county board of education is responsible for posting positions in accordance with local and state policy.</p>	<p>N/A-</p>	<p>Union classifications and educational interpreter job descriptions Because district policies are often emmeshed with union contracts, educational interpreters are frequently indentified as paraprofessional, classified union employees. Sadly, educational interpreters who are governed by collective bargaining contracts have virtually no power to insist upon safe and professional workplaces. District administrators and union stewards often work together to maintain contractual control over interpreters and are rarely ever challenged during collective bargaining to redevelop or promulgate professional policies</p>	<p>shiloh thompson owner shilohsway@verizon.net access communication services for the deaf 121 park avenue spencer wv 25276</p>
			<p>05-25</p>

for educational interpreters. The end result is often an unprofessional workplace and diminished education to Deaf and hard of hearing children. The classic educational interpreter job description, which has long included most, if not all, of the responsibilities of the classroom aide has seen its day. These contract-driven jobs are typically ranked on the pay scale among other classified positions, and are at best a scant step above instructional assistants and tutors, even though tutors and aides are rarely required to have any special training or expertise. Additionally, job descriptions are commonly presented as slash (/) jobs (ie: "Interpreter/tutor") which can lead faculty to the conclusion that interpreters are nothing more than paraprofessional classroom assistants who can sign. Rarely do districts provide in-service training to staff on the role of educational interpreters in the classroom.

RID "views" May, 2006

A+

WVBE does not regulate continuing education requirements of educators; county boards of education are responsible for this monitoring. However, in response to this comment, WVDE will provide county professional/staff development coordinators with a listing of appropriate suggested opportunities that would align with educational interpreter needs.

	<p>"Certification Requirements and Employment and Safety Standards In K-12 Education" by Penni Warford, CT, California</p>		
<p>Shiloh D. Thompson Lead Sign Interpreter shdthomp@access.k12.wv.us Roane County Schools 121 park ave spencer wv 25276</p> <p>05-25</p>	<p>Union classifications and educational interpreter job descriptions because district policies are often enmeshed with union contracts, educational interpreters are frequently identified as paraprofessional, classified union employees. Sadly, educational interpreters who are governed by collective bargaining contracts have virtually no power to insist upon safe and professional workplaces. District administrators and union stewards often work together to maintain contractual control over interpreters and are rarely ever challenged during collective bargaining to redevelop or promulgate professional policies for educational interpreters. The end result is often an unprofessional workplace and diminished education to Deaf and hard of hearing children.</p>	<p>N/A-</p>	<p>County Boards of Education are responsible for employing personnel. The county board of education is responsible for posting positions in accordance with local and state policy.</p>

	<p>The classic educational interpreter job description, which has long included most, if not all, of the responsibilities of the classroom aide has seen its day. These contract-driven jobs are typically ranked on the pay scale among other classified positions, and are at best a scant step above instructional assistants and tutors, even though tutors and aides are rarely required to have any special training or expertise. Additionally, job descriptions are commonly presented as slash (/) jobs (ie: "Interpreter/tutor") which can lead faculty to the conclusion that interpreters are nothing more than paraprofessional classroom assistants who can sign. Rarely do districts provide in-service training to staff on the role of educational interpreters in the classroom.</p> <p>RID "views" May, 2006 "Certification Requirements and Employment and Safety Standards In K-12 Education" by Penni Warford, CT, California</p>	A+	<p>WVBE does not regulate continuing education requirements of educators; county boards of education are responsible for this monitoring. However, in response to this comment, WVDE will provide county professional/staff development coordinators with a listing of appropriate suggested opportunities that would align with educational interpreter needs.</p>
05-26	Maria Harrah	N/A-	

<p>Mother mariaharrah@verizon.net 7032 Sissonville Drive, Charleston WV 25320</p>	<p>interpreters for the deaf, I feel very strongly about requiring certified interpreters. I won't take my child to see a physician who doesn't have the proper credentials. I value education as much, if not more, than physical well-being. A friend of mine wrote the following, and I support her comment completely: The right to language Para form 5202</p> <p>Union classifications and educational interpreter job descriptions</p> <p>Because district policies are often enmeshed with union contracts, educational interpreters are frequently identified as paraprofessional, classified union employees. Sadly, educational interpreters who are governed by collective bargaining contracts have virtually no power to insist upon safe and professional workplaces. District administrators and union</p>	<p>County Boards of Education are responsible for employing personnel. The county board of education is responsible for posting positions in accordance with local and state policy.</p>
		<p>A+</p>

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WVBE does not regulate continuing education requirements of educators; county boards of education are responsible for this monitoring. However, in response to this comment, WVDE will provide county professional/staff development coordinators with a listing of appropriate suggested opportunities that would align with educational interpreter needs.

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RID "views" May, 2006
"Certification Requirements and Employment and Safety Standards In K-12 Education" by Penni Warford, CT, California

Educational Interpreters are highly qualified credentialed professionals, as it should be insisted upon. Communication is an essential human need and, therefore, a basic human right. Without it, no individual or community can exist, or prosper. Communication enables meanings to be exchanged, prompts people to act, and makes them who and what they are. To limit this right with poorly skilled, uneducated signers is to take away the child's basic right as a human that ultimately limits their access to their environment,

curriculum, social acceptance, literacy, and language acquisition. Minimal language results in a future of social security dependency, low quality of life, and poor self-esteem

Highly qualified teachers are required in our classrooms.

Would you allow a poorly qualified teacher without certification or degree teach?

Then why would you allow a poorly qualified, uncertified interpreter to deliver a highly qualified teachers lesson to a child only beginning to form the concepts that will be built upon for a lifetime? Interpreters of children are most often times a child first and only language model. Meaning deaf children entering school often times have no language and it is left up to the interpreter to teach the child his or her language. The parents rarely are able to sign, the deaf and hard of hearing teachers are incapable of signing fluently (unless they are deaf) and the

	<p>teachers obviously are unable to sign, and there are rarely other peers that are also deaf in the same school or classrooms to socialize with. So it is up to us, the interpreters, not only to teach the child language but also to work with that child in a way that we can foster independence in them at the appropriate age levels. We must be educated in child growth and development, first language acquisition, ASL linguistics, Deaf Culture, Interpreting, Transliterating, English Modes of Communication, and ethics, as well as a strong knowledge base of the classroom subjects being explored such as Math, Science, and English</p>		
	<p>I would like to see Educational Interpreters classified as Interpreters because they are required to obtain more extensive training in their field of work. They are continually adding to their professionalism by taking workshops, and college courses. They belong to professional</p>	<p>Pam McDonough Teacher and Educational Interpreter pam65803@yahoo.com Roane County Schools 111 Main Street Evans WV 25241</p>	<p>05-26</p>
	<p>N-</p>		
			<p>This request would require an amendment to W.Va. Code §18A-4-8 to include an Educational Interpreter classification.</p> <p>The requirements to obtain the Educational Interpreter certification</p>

		<p>organizations such as the RID. They are credentialed through certification tests such as EPA, RID, NAD, and NIC. By classifying interpreters as a paraprofessionals, we are not necessarily requiring them to improve their skills or education. As a previous paraprofessional in the school system, I did not feel I received the respect that I have since becoming an interpreter. We expect highly qualified teachers in our school systems, why not expect the same for interpreters?</p>		<p>extend beyond the requirements of a Paraprofessional.</p>
06-06	<p>Jean Biggs Speech-Language Pathologist biggsww@hotmail.com 314 Tenth Ave. Huntington WV 25701</p>	<p>I would like to request that those 100 first chosen for the salary supplement be those closest to retirement, which will impact the future salaries of those for a long time since the retirement salary is determined by the last 5 years salaries of active work.</p>	N+	<p>W. Va. Code §18-A-4-2b provides guidelines for reimbursement of expenses and annual salary supplement. WVDE must comply with these guidelines.</p> <p>The criteria include:</p> <ol style="list-style-type: none"> 1) Length of time national certification has been held. 2) Number of months served in the position 3) Number of months with West Virginia Certification
06-07	<p>Ruth Baker Counselor, LPC, NBCC</p>	<p>I am so pleased that Nationally Certified Counselors will be on</p>	N/A +	<p>This comment does not call for any changes to policy. It expresses support of</p>

	<p>rbaker1018@aol.com Raleigh County Schools 102 Ruby Lane Beckley WV</p>	<p>an equal basis with teachers in terms of recognition for advanced certification. I believe we will see a higher quality of professionals due to this new standard. Counselors can work toward and maintain this certification and therefore remain highly qualified. Those of us who have done this for years have done so at our own expense and with no recognition. I am very excited about this bill.</p>		<p>recent changes in W. Va. Code §18-A-4-2b regarding the reimbursement and salary supplement for Nationally Certified Counselors.</p>
<p>06-07</p>	<p>Ruth Baker Counselor, LPC, NBCC rbaker1018@aol.com Raleigh County Schools 102 Ruby Lane Beckley WV</p>	<p>I am so pleased that Nationally Certified Counselors will be on an equal basis with teachers in terms of recognition for advanced certification. I believe we will see a higher quality of professionals due to this new standard. Counselors can work toward and maintain this certification and therefore remain highly qualified. Those of us who have done this for years have done so at our own expense and with no recognition. I am very excited about this bill.</p>	<p>N/A +</p>	<p>This comment does not call for any changes to policy. It expresses support of recent changes in W. Va. Code §18-A-4-2b regarding the reimbursement and salary supplement for Nationally Certified Counselors.</p>
<p>06-09</p>	<p>Gregory L. Riffle Regional Teacher Educator Rifsurg@AOL.com WVUIT</p>	<p>1. The proposed 6 year requirement for T&I teachers is not consistent with the requirements for all fields of the</p>	<p>A +</p>	<p>The qualifying standards beyond the work experience ensure that a technical instructor is adequately prepared for the position; therefore, the work experience</p>

<p>Rt 6 Box 161B Fairmont WV 26554</p>	<p>career technical programs. There is no disagreement with the number of years requirement, but consistency throughout teaching categories would make this section of policy more user friendly and keep the the requirements equal for all fields. The experience and knowledge needed should be the same whether it is a automotive teacher or a EMS teacher. 2. The change in the time requirement for a degreed applicant is another point of concern. Holding a degree does not mean the potential teacher has the experience/knowledge to teach the subject. If the degree is in the subject area, then requiremnet reduction would be more appropriate.</p>	<p>N -</p>	<p>requirement will remain at four (4) years. One option for obtaining certification includes completion of a four-year degree. A four-year degree includes experience that adequately prepares an individual for a technical instructor position. The degree has several components that are equivalent to or beyond work experience.</p>
<p>06-12</p>	<p>Linda Carson Ware Distinguished Professor linda.carson@mail.wvu.edu West Virginia University 280 Coliseum Box 6116 West Virginia University Morgantown WV 26506-6116</p>	<p>N/A-</p>	<p>This section of policy was not posted for public comment.</p>

		<p>teachers certified to teach Physical Education k-12 are now qualified to teach at the pre-k level.</p> <p>It is imperative that we recognize that young children are not miniature elementary school children. They have unique learning styles, require a totally different teacher delivery styles, and at the very least need teachers who are well informed about the developmental characteristics of preschool children.</p> <p>To permit even seasoned Physical Education teachers to change their certification to Pre-k to adult without a single required workshop, course, or continuing education units, is not only ignoring best practice but in a content area with inherent risk, issues of liability are obvious.</p> <p>I request that you consider requiring Physical Education teachers to participate in a course</p>	
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		<p>or workshop in Primary Physical education to provide them with the appropriate content, resources, and strategies to provide high quality, movement experiences to pre-k children. They do not have the coursework, clinical experiences, or pedagogy strategies for four year children or three year children with special needs. Please reconsider the criteria for certification of physical education teachers for pre-k to adult. I would be very interested in creating a summer course or workshop to assist providing them with the information and resources they need to be fully prepared for this new assignment.</p>		
§126-136-22 Salary Classifications for Educators				
05-18	<p>Sara Stankus Counselor sarastankus@aol.com Buckhannon Upshur High School HC 36 Box 170 Buckhannon WV 26201</p>	<p>It is important that counselors receive monetary encouragement to increase/continue their professional development. The role of the counselor is critical to the success of the school systems at all levels (elementary, middle and secondary). The counselor who is nationally certified is</p>	N/A +	<p>This comment does not call for any changes to policy. It expresses support of recent changes in W. Va. Code §18-A-4-2b regarding the reimbursement and salary supplement for Nationally Certified Counselors.</p>

		<p>required to continue and document their professional development. All professionals working with children should be encouraged to complete this level of certification.</p>		
05-19	<p>Timothy Turner Guidance Counselor TATurner22@hotmail.com Davis Center School Blackwater Falls Road Dasvis WV 26287</p>	<p>I feel that a salary recognition should be awarded to teachers with a Masters + 60. There are some who are not interested in a Doctorate Program but feel they should be rewarded for taking course work to stay up to date with new things in their field.</p>	N +	<p>This request would require an amendment to W. Va. Code §18-A-4-1 to include a MA+60 classification.</p>
§126-136-23 Reimbursement, Retention, Recruitment				
05-18	<p>Sara Stankus Counselor sarastankus@aol.com Buckhannon Upshur High School HC 36 Box 170 Buckhannon WV 26201</p>	<p>It is important that counselors receive monetary encouragement to increase/continue their professional development. The role of the counselor is critical to the success of the school systems at all levels (elementary, middle and secondary). The counselor who is nationally certified is required to continue and document their professional development. All professionals working with children should be encouraged to complete this level</p>	N/A +	<p>This comment does not call for any changes to policy. It expresses support of recent changes in W. Va. Code §18-A-4-2b regarding the reimbursement and salary supplement for Nationally Certified Counselors.</p>

	of certification.		
<p>23.4 School Psychologists that are Nationally Certified School Psychologists should be included with other professional support staff that are eligible for additional reimbursement because they are nationally certified. As with other professional disciplines for national certification, the standards are high as are ongoing requirements for continuing education. It would seem reasonable that all professional support staff that has a national certification program be included, not just three professions. Thank you for your consideration to this concern and suggestion.</p>	<p>N +</p>	<p>The Legislature amended W. Va. Code §18A-r-2b, by Senate Bill 783, to allow professional personnel employed in the public schools who hold a nationally recognized professional certification in speech-language pathology, audiology or counseling to receive reimbursement of expenses for fees incurred in the certification process as well as a \$2500 salary supplement. School Psychologists were not included in W. Va. Code §18A-r-2b.</p>	
<p>05-25</p> <p>Beverly Wiinter Administrative Coordinator of Special Education bwiinter@access.k12.wv.us Raleigh County Board of Education 136 Sullivan Road Glen Morgan WV 25813</p>	<p>Please add School Psychologists to the personnel who will be reimbursed for Recognized National Certification. School Psychologists through NASP receive National Certification. This requires a higher score on an exam and a larger number of Continuing Education Credits to</p>	<p>N +</p> <p>The Legislature amended W. Va. Code §18A-r-2b, by Senate Bill 783, to allow professional personnel employed in the public schools who hold a nationally recognized professional certification in speech-language pathology, audiology or counseling to receive reimbursement of expenses for fees incurred in the certification process as well as a \$2500</p>	<p>05-30</p> <p>Sandra S. Stroebel Ph.D. Assistant Professor Stroebel@Marshall.edu NASP 100 Angus E. Peyton Drive S. Charleston WV 25303</p>

<p>06-06</p>	<p>June Kimberlin Speech Language Pathologist jkimberlin@labyrinth.net P. O. Box 986 Dellslow WV 26531</p>	<p>continue this certification. Please reward these psychologists by including them in #23.4.</p> <p>Re: "23.4.3. Reimbursement Schedule. - Beginning July 1, 2006, one hundred (100) professional personnel as defined in W. Va. Code §18A-1-1 who hold advanced certification by ASHA, NBCC or WVBEC and who are employed in the West Virginia public schools shall be granted an annual salary supplement of two thousand five hundred dollars (\$2500) for the life of the advanced certification, or for ten (10) years for any one (1) certification, whichever first expires." ASHA requires us to pay our dues yearly. Would it then be necessary to reapply for the salary supplement each year? I would like to see the words, "life of the advanced certification" removed from the bill. Thank you.</p>	<p>salary supplement. School Psychologists were not included in W. Va. Code §18A-r-2b.</p>
<p>06-07</p>	<p>N/A +</p>	<p>W. Va. Code §18-A-4-2b provides guidelines for reimbursement of expenses and annual salary supplement. Changes to the bill cannot be made after passage into law.</p> <p>WVDE is currently working with ASHA to develop a mechanism that will enable WVDE to track the certification status of individuals who have been granted the annual salary supplement. As long as the national certification remains current, it will be valid for a period of ten years. However, if there is a lapse in the national certification status, applicants will need to reapply when certification is re-instated.</p>	<p>This comment does not call for any changes to policy. It expresses support of recent changes in W. Va. Code §18-A-4-2b regarding the reimbursement and</p>

<p>102 Ruby Lane Beckley WV</p>	<p>salary supplement for Nationally Certified Counselors.</p>		
<p>06-07</p> <p>Ruth Baker Counselor, LPC, NBCC rbaker1018@aol.com Raleigh County Schools 102 Ruby Lane Beckley WV</p>	<p>N/A +</p> <p>This comment does not call for any changes to policy. It expresses support of recent changes in W. Va. Code §18-A-4-2b regarding the reimbursement and salary supplement for Nationally Certified Counselors.</p>	<p>This seems like a very fair system to begin reimbursement.</p>	
<p>06-07</p> <p>R. Phawn Cusick School Psychologist rpcusick@access.k12.wv.us Wayne County Board of Education 212 N. Court St. P.O. Box 70 Wayne WV 25570-0070</p>	<p>N -</p> <p>The Legislature amended W. Va. Code §18A-r-2b, by Senate Bill 783, to allow professional personnel employed in the public schools who hold a nationally recognized professional certification in speech-language pathology, audiology or counseling to receive reimbursement of expenses for fees incurred in the certification process as well as a \$2500 salary supplement. School Psychologists were not included in W. Va. Code §18A-r-2b.</p>	<p>It appears to be discriminatory that Nationally Certified School Psychologists (NCSP's) are not included in the bill providing the state-wide salary supplement for "certain professional personnel, as defined in W. Va. Code §18A-1-1, who hold advanced certification for American Speech-Language Association (ASHA), the National Board of Certified Counselors (NBCC) or the West Virginia Board of Examiners in Counseling (WVBECE)." National Certification through the National Association of School Psychologists (NASP) is not an automatic, entry-level qualification, but requires the demonstration of professional skills, knowledge, and experience</p>	

	<p>beyond that required for state certification and employment as a school psychologist. It is also necessary for the applicant to pass a comprehensive, nationally standardized test and to practice within strict ethical guidelines.</p> <p>In order to maintain National Certification, the school psychologist must complete 75 clock-hours of Continuing Professional Development every three years. These experiences must exceed the requirements of the NCSP's ordinary professional duties.</p> <p>It is my heartfelt request that you include this group of highly qualified, valuable professionals in the bill rewarding other such personnel for having attained advanced certification.</p>	
	<p>Under section 23.4.1 -- line 3, please add "Hearing" to American Speech-Language-Hearing Association. The acronym remains "ASHA."</p>	<p>A+</p> <p>Corrections were reflected in policy.</p>
<p>06-12</p>	<p>Kathy Freeland VP Governmental Affairs kathyfreeland@aol.com WVSHA 1544 Marshall Lane Glen Dale WV 26038</p>	

<p>In section, 23.4.2 -- line 13 --- " the total years of experience " It was my understanding that the total number of "months" would be determined. Should "years" be changed to "months" to align better with section 23.4.3.a?</p>	<p>A+-</p>	<p>Corrections were reflected in policy</p>
<p>In section 23.4.4.a --- line 8--the correct acronym is ASHA</p>	<p>A+</p>	<p>Corrections were reflected in policy</p>
<p>A major area of concern remains how to verify ASHA certification. Since ASHA members must renew their certification on a yearly basis, ASHA issues certification verification and expiration dates on a yearly basis. This could lead to an abundant amount of clerical work on the part of both WVDE and ASHA. Could an interagency agreement be worked out so that, if given permission by each salary supplement holder, WVDE may simply forward a list of current salary supplement awardees to ASHA for yearly verification? If salary supplement awardees are required to submit</p>	<p>A+</p>	<p>WVDE is currently working with ASHA to develop a mechanism that will enable WVDE to track the certification status of individuals who have been granted the annual salary supplement. As long as the national certification remains current, it will be valid for a period of ten years. However, if there is a lapse in the national certification status, applicants will need to reapply when certification is re-instated.</p>

	<p>yearly individual verification of ASHA certification, will they retain their initial award status or will they be required to reapply each year? Will there be an annual application fee? Could this application fee be waived in the case of renewal. Are classroom teachers who achieve national certification required to renew annually?</p> <p>Thank you for the opportunity to review these documents and submit my concerns.</p> <p>Sincerely,</p> <p>Kathy Freeland, MS, CCC/SLP Speech-Language Pathologist West Virginia Speech-Language-Hearing Association Vice President, Governmental Affairs</p>	<p>WVDE is considering the date of initial issuance of the national certification. In addition, WVDE is currently working with ASHA to develop a mechanism that will enable WVDE to track the certification status of individuals who</p>
	<p>23.4.2 Limitations --- Determination of eligible personnel shall be determined by length of time that advanced certification has been held</p>	<p>A +</p>
<p>06-08</p>	<p>Christina Landis Speech Language Pathologist Jackson County BOE Ripley, WV 25271</p>	

and the total years of experience completed.

My Concern comes from personal experience. I received my CCC's in 1973-74 and have worked in the school system until present. However, there was a period that due to financial reasons, I did not pay my ASHA dues. After a few years, I was able to pay them and reinstated. Will I be able to count the length of time of having advanced certification from the time I received it, or will the years that I did not pay my dues to ASHA be subtracted from the length of time holding certification?

It all seemed to be a matter of paying dues. To reinstate, I just had to pay them money. I feel that I have had the advanced certification since 1974. There are probably others that are in this same situation and maybe you will want to address it.

* (Retyped from written

have been granted the annual salary supplement. As long as the national certification remains current, it will be valid for a period of ten years. However, if there is a lapse in the national certification status, applicants will need to reapply when certification is reinstated.

	comment)		
<p>06-07</p> <p>Dr. Ardyce Morgan School Psychologist 33 Hillcrest Lane Bridgeport, WV 26330</p>	<p>There was no text in the comment section. However, a copy of the letter from National School Psychology Certification System to Ardyce M. Morgan indicating the renewal of her NCSP credential was attached. In addition, a one page print out from the www.naspswebervices.org site was attached to the comment sheet.</p>	<p>N -</p>	<p>The Legislature amended W. Va. Code §18A-r-2b, by Senate Bill 783, to allow professional personnel employed in the public schools who hold a nationally recognized professional certification in speech-language pathology, audiology or counseling to receive reimbursement of expenses for fees incurred in the certification process as well as a \$2500 salary supplement. School Psychologists were not included in W. Va. Code §18A-r-2b.</p>
<p>06-07</p> <p>Anonymous</p>	<p>Comment regarding 126-136-23</p> <p>School Psychologists who are nationally certified should also be granted advanced salary supplements. To attain this national Certification a school psychologist must pass an exam through NTE Educational Testing Services. The certification must be renewed every three years with 75 hours of Continuing Professional Development activities. Please consider school psychologists who are employed by the West Virginia public school system</p>	<p>N -</p>	<p>The Legislature amended W. Va. Code §18A-r-2b, by Senate Bill 783, to allow professional personnel employed in the public schools who hold a nationally recognized professional certification in speech-language pathology, audiology or counseling to receive reimbursement of expenses for fees incurred in the certification process as well as a \$2500 salary supplement. School Psychologists were not included in W. Va. Code §18A-r-2b.</p>

	<p>and who hold advanced certification from the National School Psychology Certification Board for annual salary supplements.</p>	
<p>06-02</p>	<p>Comments: 126-136-23. Reimbursement, Retention, Recruitment</p> <p>I am writing in reference to 23.4 reimbursement for Professional Personnel with Recognized National Certification in Speech-Language Pathology, Audiology or Counseling. As I understand it, this section seeks to recognize those individuals who hold advanced national certification in their field of practice. I am a school psychologist in West Virginia working for the Marion County Board of Education. I also have worked for and obtained national certification through the National Association of School Psychologists (NASP). This certification requires 75 hours of continuing education in school psychology every three years. As I feel that school</p>	<p>Karen J. Edgell, MA, CAS, NCSP School Psychologist Marion County Schools 200 Gaston Ave. Fairmont, WV 26554</p>
	<p>N -</p>	<p>The Legislature amended W. Va. Code §18A-r-2b, by Senate Bill 783, to allow professional personnel employed in the public schools who hold a nationally recognized professional certification in speech-language pathology, audiology or counseling to receive reimbursement of expenses for fees incurred in the certification process as well as a \$2500 salary supplement. School Psychologists were not included in W. Va. Code §18A-r-2b.</p>

	<p>psychologists are valuable school professional personnel and should also be recognized and rewarded, I am requesting that the WV Board of Education consider including school psychologists in the language of sections 23.4.1 through 23.4.4. In this manner, school psychologists would join eligible speech-language pathologists, audiologists, and counselors in receiving an annual salary supplement and become eligible for reimbursement of partial fees toward advanced national certification.</p>		
<p>§126-136-4 Definitions</p>			
<p>05-25</p>	<p>Shiloh D. Thompson Lead Sign Interpreter shdthomp@access.k12.wv.us Roane County Schools 121 park ave spencer wv 25276</p>	<p>Educational Interpreters are highly qualified credentialed professionals as it should be insisted upon. Communication is an essential human need and, therefore, a basic human right. Without it, no individual or community can exist, or prosper. Communication enables meanings to be exchanged, prompts people to act, and makes</p>	<p>N/A+</p> <p>This comment is in support of recent changes to policy. No action or additional change in policy is requested.</p>

	<p>them who and what they are. To limit this right with poorly skilled, uneducated signers is to take away the child's basic right as a human and ultimately limiting their access to their environment, curriculum, social acceptance, literacy, and language acquisition. Minimal language results in a future of social security dependency, low quality of life, and poor self esteem.</p>		
<p>06-12</p>	<p>Anne Nardi Dean anne.nardi@mail.wvu.edu WVU College of Human Resources & Education WVU POBOX 6122 Morgantown WV 26506-6122</p>	<p>Re. 6.3.2.b We do have some students in the post-BA program who pursue the 5-9 specialization as a single certification and this would create difficulties. We would like to retain this option.</p>	<p>N/A O</p>
<p>06-12</p>	<p>Monica Beane Office of Professional Preparation WVDE</p>	<p>4.5 Accredited Institution of Higher Education The Accrediting Association of Bible Colleges has officially changed its name to "The Association for Biblical Higher Education." Therefore this section of policy needs to be</p>	<p>A+</p>
<p>* Comment was meant for Policy 5100 - Forwarded to Serena Starcher for consideration in policy 5100 revision.</p>		<p>The change in name of an accrediting agency has been reflected in the revised policy. The Association for Biblical Higher Education (formerly known as The Accrediting Association of Bible Colleges) notified WVDE of this change.</p>	

	changed in order to reflect this.		
06-12	<p>Appendix B</p> <p>Footnote 7 was erroneously left out of the General Science section.</p>	A+	Changes to policy have been made to reflect references to footnote 7. This reference to footnote 7 was necessary for clarification of policy.
§126-136-5 Categories of Licenses			
05-18	<p>It is important that counselors receive monetary encouragement to increase/continue their professional development. The role of the counselor is critical to the success of the school systems at all levels (elementary, middle and secondary). The counselor who is nationally certified is required to continue and document their professional development. All professionals working with children should be encouraged to complete this level of certification.</p>	N/A +	This comment does not call for any changes to policy. It expresses support of recent changes in W. Va. Code §18-A-4-2b regarding the reimbursement and salary supplement for Nationally Certified Counselors.
§126-136-8 Highly Qualified Teacher			
05-25	<p>Highly qualified teachers are required in our classrooms. Would you allow a poorly qualified teacher without certification or degree teach?</p>	N/A+	This comment is in support of recent changes to policy. No action or additional change in policy is requested.
	<p>Monica Beane Office of Professional Preparation WVDE</p>		
	<p>Sara Stankus Counselor sarastankus@aol.com Buckhannon Upshur High School HC 36 Box 170 Buckhannon WV 26201</p>		
	<p>Shiloh D. Thompson Lead Sign Interpreter shdthomp@access.k12.wv.us Roane County Schools 121 park ave</p>		

spencer ww 25276

Then why would you allow a poorly qualified, uncertified interpreter to deliver a highly qualified teachers lesson to a child only beginning to form the concepts that will be built upon for a lifetime? Interpreters of children are most often times a child first and only language model. Meaning deaf children entering school often times have no language and it is left up to the interpreter to teach the child his or her language. The parents rarely are able to sign, the deaf and hard of hearing teachers are incapable of signing fluently (unless they are deaf) and the teachers obviously are unable to sign, and there are rarely other peers that are also deaf in the same school or classrooms to socialize with. So it is up to us, the interpreters, not only to teach the child language but to work with that child in a way that we can foster independence in them at the appropriate age levels. We must be educated in child growth and development, first language

	<p>acquisition, ASL linguistics, Deaf Culture, Interpreting, Transliterating, English Modes of Communication, and ethics, as well as a strong knowledge base of the classroom subjects being explored such as Math, Science, and English.</p>	
	<p>§126-136-11 Permits Issued to Professional Educators</p>	
<p>The qualifying standards beyond the work experience ensure that a technical instructor is adequately prepared for the position; therefore, the work experience requirement will remain at four (4) years.</p>	<p>A+</p> <p>There is a lack of consistency in the proposed entry-level requirements for the Career Technical Education instructor applying for a Permit. As the policy presently reads, the 4-year requirement seems to be consistent across most areas in CTE.</p> <p>Presently, the policy is using a formula of wage-earning experience in combination with different levels of degrees to reduce the entry level requirement. By using the six (6) N-year requirements of wage-earning experience a formula that is consistent could be</p>	<p>Richard Yocke Regional teacher Educator WVU-Tech Montgomery, WV 25136 (304)442-3125</p> <p>06-07</p>

implemented in all areas fo CTE.
An Associate Degree in a related field could require four years work experience and a Bachelors Degree would require three years. This would be somewhat consistent with the present qualification standard for the LPN entry level. This formula standard also would eliminate the present language that states that a year of wage-earning experience would be reduced after a review of a transcript that would find an accumulation of 10 hours of college credit in a courses in a related field.

The Social Studies Education degree requirement is not a relevant requirement for a Criminal Justice Instructor. A review of degree programs in Social Studies Education, would show the content of courses required for the baccalaureate degree is centered around the history and government education. I do not see the relevance to CSO's of the

In regards to the Social Studies Education degree not being relevant for a Criminal Justice Instructor, the requirement is included that the applicant holds a minor in Criminal Justice. This does not limit the applicant pool, but provides another avenue for certification.

curriculum of a CTE Criminal Justice program.

Also where would you find a combination of an individual with a degree of Social Studies Education and a minor in Criminal Justice? It seems that the new requirement mandates for a small pool of possible applicants in this field.

In essence, I am concerned for the consistency and relevance in the requirements of the entry-level instructor. The increase in the initial requirement of wage-earning experience would benefit the students. The teachers with quality real world work experiences have been responsible in the successful transition of the student leaving the educational institutions of West Virginia and entering the workforce with up-to-date knowledge and skills.

If you have any questions concerning my comments, I can

	<p>be reached at 304-522-8973 or by e-mail at fyocke@ezwv.com. I would also like to offer any future assistance in the development and revision of Policy 5202.</p>		
	<p>11.3.2.a.A Wage Earning Experience</p> <p>This change is a positive – used to be six years and should not have changed. Lower work experience has resulted in more teachers failing the occupational competency examinations. Should not effect recruiting as some believe.</p>	<p>N+</p>	<p>The qualifying standards beyond the work experience ensure that a technical instructor is adequately prepared for the position; therefore, the work experience requirement will remain at four (4) years.</p>
<p>06-08</p>	<p>Robert C. Summerfield, Chair Department of Career & Technical Education College of Business, Humanities and Sciences WVU-Tech Montgomery, WV 25136 (304)442-3125</p>	<p>N-</p>	<p>The educational experience provided in the curriculum, with emphasis on the minor in criminal justice, is sufficient in preparing an individual for a position as an instructor.</p>

	<p>experience. I recommend a minimum of 4 years work experience and have no trouble with 6 years.</p> <p>11.3.2.a.C Technical Associate Degree</p> <p>This is better in that the training is specific and related. The years experience should also increase. Two years of earning a technical associate degree is not equal to four years work experience. I recommend 3 years work experience if six years is required for those without degree.</p>	<p>A+</p> <p>The educational experience provided in the curriculum, with emphasis on the minor in criminal justice, is sufficient in preparing an individual for a position as an instructor.</p>
	<p>11.3.2.a.D Technical and Industrial Program</p> <p>No recommendations for change has been made. One might consider giving more experience time here – possibly equal. Career and Technical Education program graduates (especially the top students of the class with credentials) seem to do better on occupational competency exams</p>	<p>N-</p> <p>The Division of Career/Technical Education has made a thorough review of this comment and concluded that action will not be taken at this time.</p>

	<p>with similar work experience as those with associate degrees.</p> <p>11.3.2.a Technical and Industrial - Summary</p> <ol style="list-style-type: none"> 1. Greater work experience increases scores on competency examinations. 2. Earned degrees cannot replace work experience unless it involves a work experience component. 3. Six years work experience for degreed and non-degreed. Four years work experience for those with Technical Associate degree and program completers should work well. <p>11.3.2.d,e,f, Criminal Justice</p> <p>Understand the need to consolidate corrections services, law enforcement, and security and protective services.</p>	<p>A+</p> <p>N-</p> <p>N-</p>	<p>This comment does not call for any changes to policy. It expresses support of recent changes to policy.</p> <p>The educational experience provided in the curriculum, with emphasis on the minor in criminal justice, is sufficient in preparing an individual for a position as an instructor.</p> <p>The educational experience provided in the curriculum, with emphasis on the minor in criminal justice, is sufficient in</p>
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<p>11.3.2.d.A Degree</p> <p>Why no work experience? Work experience should at least remain the same.</p> <p>11.3.2.d.C Degree</p> <p>Why is there no work experience? Is this part of a social studies curriculum? Will the student teaching block for social studies teachers be sufficient or will they be issued a permit? Does the lack of work experience change this program to something other than a Career and Technical Education program?</p> <p>11.3.2.d Criminal Justice – Summary</p> <p>1. Recommend competency exams be developed for Criminal Justice and specifically for corrections services, law enforcement, security and protective eservices. This</p>	<p>N-</p> <p>N-</p> <p>A+</p>	<p>preparing an individual for a position as an instructor.</p> <p>The scope of this policy does not extend to the development of competency examinations.</p> <p>The educational experience provided in the curriculum, with emphasis on the minor in criminal justice, is sufficient in preparing an individual for a position as an instructor.</p> <p>Changes have been made and are reflected in the revision of the policy to align the areas listed for a substitute permit with the area of certification allowable on the Career Technical</p>
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<p>Permit.</p>	<p>could be accomplished by existing teachers – a procedure which has occurred before. Ex. Radio and TV Broadcasting.</p> <p>2. Work experience needs to be required for all and possibly increased. Degrees should not substitute for work experience and especially year for year.</p> <p>11.6.6.d.A Sub Permit</p> <p>These need adjusted to match permits.</p> <p>(Chart attached to written comment)</p>	<p>On behalf of the members of the James Rumsey Technical Institute Administrative Council, I am providing comments regarding Policy 5202.</p> <p>Suggested in the “Conditions for Issuance of First-Class/Full-Time</p>	<p>The qualifying standards beyond the work experience ensure that a technical instructor is adequately prepared for the position; therefore, the work experience requirement will remain at four (4) years.</p>
<p>05-26</p>	<p>Margaret Zembower, Chair James Rumsey Administrative Council Martinsburg, WV 25401 304.754.7925</p>	<p>A+</p>	

	<p>Permit for Career & Tech Ed” section of the policy under “wage earning experience” is the proposed change of four (4) years of work experience to six (6) years of work experience.</p> <p>With all the other qualifying standards in place, including Basic Skills Test, NOCTI, and WVU-Tech Program, this council is of the opinion that four (4) years of work in-field experience is enough to qualify trademen for technical instructor positions.</p> <p>We feel requiring six (6) years of work experience may adversely affect our ability to hire qualified technical teachers in our region.</p> <p>Thank you for allowing us the opportunity to comment on Policy 5202.</p>		
<p>This change has been reflected in policy to accurately reflect the proposed change. When making the proposed change, the wrong statement was included. It has now been corrected in the policy.</p>	<p>A +</p>	<p>11.8-EE-b Technology Integration Specialist</p> <p>The wording should have been, “serving as a” not “employed as a” Technology Integration</p>	<p>06-12</p> <p>Monica Beane Office of Professional Preparation WVDE</p>

Specialist.



Institute of Technology

West Virginia University

Department of Career & Technical Education
College of Business, Humanities and Sciences

TO: Monica Beane
FROM: Robert C. Summerfield, Chair
DATE: June 7, 2006
RE: Comments on Policy 5202 Changes

JUN - 8 2006

11.3.2.a.A Wage Earning Experiences

N + This change is a positive - used to be six years and should not have changed. Lower work experience has resulted in more teachers failing the occupational competency examinations. Should not effect recruiting as some believe.

11.3.2.a.B Bachelor's Degree

This changes is negative. Work experience with a B.S. degree has decreased from 3 years to 2 years and should have increased. Degreed individuals with limited work experience have had difficulty with the occupational competency examinations. The degree (whether related or not) is not equal to 4 years work experience. I recommend a minimum of 4 years work experience and have no trouble with 6 years.

11.3.2.a.C Technical Associate Degree

This is better in that the training is specific and related. The years experience should also increase. Two years of earning a technical associate degree is not equal to four years work experience. I recommend 3 years work experience if six years is required for those without degree.

11.3.2.a.D Technical and Industrial Program.

No recommendations for change has been made. One might consider giving more experience time here - possibly equal. Career and Technical Education program graduates (especially the top students of the class with credentials) seem to do better on occupational competency exams with similar work experience as those with associate degrees.

11.3.2.a Technical and Industrial - Summary

1. Greater work experience increases scores on competency examinations.
2. Earned degrees cannot replace work experience unless it involves a work experience component.
3. Six years work experience for degreed and non-degreed. Four years work experience for those with Technical Associate degree and program completers should work well.

11.3.2.d,e,f, Criminal Justice

Understand the need to consolidate corrections services, law enforcement, and security and protective services.

11.3.2.d.A Degree

Why no work experience? Work experience should at least remain the same.

11.3.2.d.C Degree

Why is there no work experience? Is this part of a social studies curriculum? Will the student teaching block for social studies teachers be sufficient or will they be issued a permit? Does the lack of work experience change this program to something other than a Career and Technical Education Program?

11.3.2.d Criminal Justice - Summary

1. Recommend competency exams be developed for Criminal Justice and specifically for corrections services, law enforcement, security and protective services. This could be accomplished by existing teachers - a procedure which has occurred before. ex. Radio and TV Broadcasting.
2. Work experience needs to be required for all and possibly increased. Degrees should not substitute for work experience and especially year for year.

11.6.6.d.A Sub Permit

These need adjusted to match permits.

cc: Dr. Stanley Hopkins
Mr. Gene Coulson
Mr. Ralph Green
Ms. Laura Kiser

**CTE Certification Changes
Comparison Of Qualifications**

	Technical & Industrial	Health Occupations	Criminal Justice	Occupational Home Economics
Present Requirement	4 years or 8,000 hours wage earning experience	Practical Nursing - 3 years or 6,000 hours of wage earning experience RN License With or Without a BSN Degree	4 years or 8,000 hours wage earning experience or Associate Degree and 3 years or 6,000 hours Bachelors Degree – 2 years or 4,000 work experience	4 years or 8,000 of wage earning experience or Bachelors Degree in related area 3 years or 6,000 of wage earning experience.
Proposed Change	6 years or 12,000 hours of wage earning experience Associate Degree in a related area 2 years or 4,000 hours of wage earning experience	No Change	No Change in Work experience w/o degree Bachelors Degree in <u>Social Studies Education</u> and minor in Criminal Justice <u>NO Work Experience</u> or Associate Degree in field and 2 years of work experience / 4,000 hours	No Change
Difference	Increase of 2 years or 4,000 hours of work experience Work experience with a Associate Degree is a Decrease of 4 years or 8,000 hours of wage earning experience	No Change	NO WORK EXPERIENCE with a Bachelors Degree in Social Studies Education Or Decrease of 1 year of work experience or Decrease of 2,000 hours of work experience	No Change

Institute of Technology

West Virginia University

Department of Career & Technical Education
College of Business, Humanities and Sciences

JUN 8 2006

June 7, 2006

Monica Beane, Coordinator
Office of Professional Preparation
West Virginia Department of Education
Capitol Building 6, Room 252
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

Dear Ms. Beane:


After review of the proposed changes in Policy 5202, there are some points that I would like to address in Section 11.3 First-Class/Full Time Permit for Career/Technical Education.

- ◆ There is a lack of consistency in the proposed entry-level requirements for the Career Technical Education instructor applying for a Permit. As the policy presently reads, the 4-year requirement seems to be consistent across most areas in CTE.
- ◆ Presently the policy is using a formula of wage-earning experience in combination with different levels of degrees to reduce the entry level requirement. By using the six (6) year requirements of wage-earning experience a formula that is consistent could be implemented in all areas fo CTE. An Associate Degree in a related field could require four years work experience and a Bachelors Degree would require three years. This would be somewhat consistent with the present qualification standard for the LPN entry level. This formula standard also would eliminate the present language that states that a year of wage-earning experience would be reduced after a review of a transcript that would find an accumulation of 10 hours of college credit in a courses in a related field.
- ◆ The Social Studies Education degree requirement is not a relevant requirement for a Criminal Justice Instructor. A review of degree programs in Social Studies Education, would show the content of courses required for the baccalaureate degree is centered around the history and government education. I do not see the relevance to CSO's of the curriculum of a CTE Criminal Justice program.
- ◆ Also where would you find a combination of an individual with a degree of Social Studies Education and a minor in Criminal Justice? It seems that the new requirement mandates for a small pool of possible applicants in this field.

In essence, I am concerned for the consistency and relevance in the requirements of the entry-level instructor. The increase in the initial requirement of wage-earning experience would benefit the students. The teachers with quality real world work experiences have been responsible in the successful transition of the student leaving the educational institutions of West Virginia and entering the workforce with up-to-date knowledge and skills.

If you have any questions concerning my comments, I can be reached at 304-522-8973 or by e-mail at rjyocke@ezwv.com. I would also like to offer any future assistance in the development and revision of Policy 5202.

Respectfully,

A handwritten signature in black ink, appearing to read 'Richard Yocke', written over the printed name.

Richard Yocke
Regional Teacher Educator
WVU-Tech

cc: Dr. Hopkins
L. Kiser
R. Summerfield
R. Green

From...

James Rumsey Technical Institute
3274 Hedgesville Road
Martinsburg, WV 25401
Phone: (304) 754-7925
Fax: (304) 754-7933



FAX

Comments can also be mailed or faxed to:
Monica Beane, Coordinator
Office of Professional Preparation
West Virginia Department of Education
Capitol Building 6, Room 252
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: mbeane@access.k12.wv.us
Fax No.: (304) 558-7843

5/30/06 2 pages

Vicki Jenkins, Principal/Director
Mike Gantt, Assistant Principal/Post Secondary
O. Mitchell Rinker, Assistant Principal/Secondary
Tom Ambrester, Work Based/Placement Coordinator

James Rumsey Technical Institute

3274 Hedgesville Road · Martinsburg, WV 25401-0259
304-754-7925 · Fax 304-754-7933

May 26, 2006

To Whom It May Concern:

On behalf of the members of the James Rumsey Technical Institute Administrative Council, I am providing comments regarding Policy 5202.

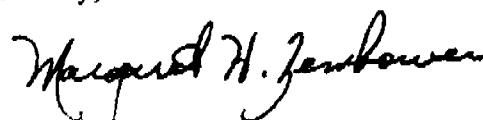
Suggested in the "Conditions for Issuance of First-Class/Full-Time Permit for Career & Tech Ed" section of the policy under "wage earning experience" is the proposed change of four (4) years of work experience to six (6) years of work experience.

With all the other qualifying standards in place, including Basic Skills Test, NOCTI, and WVU-Tech Program, this council is of the opinion that four (4) years of work in-field experience is enough to qualify trademen for technical instructor positions.

We feel requiring six (6) years of work experience may adversely affect our ability to hire qualified technical teachers in our region.

Thank you for allowing us the opportunity to comment on Policy 5202.

Sincerely,



Margaret Zembower
Chairman
James Rumsey Administrative Council

VJ/jma

4-6

→ A + rationale on (p. 1)

JUN - 8 2006

POLICY5202: (Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications)

COMMENT PERIOD ENDS: June 12, 2006

COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 5202: (Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications). Additional sheets may be attached, if necessary.

Name: Christina Landis Organization: Jackson Co. BOE
 Title: SLP Speech-Lang. Pathologist
 Street Address: 81 Random Road
 City: Ripley State: WV Zip: 25271

Please check the box below that best describes your role.

- | | | |
|--|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Business/Industry |
| <input checked="" type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Community Member |

COMMENTS/SUGGESTIONS

§126-136-1. General.

§126-136-4. Definitions.

§126-136-5. Categories of Licenses

REC'D JUN 07 2006

POLICY5202: (Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications)

COMMENT PERIOD ENDS: June 12, 2006

COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 5202: (Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications). Additional sheets may be attached, if necessary.

Name: Dr. Ardyce Morgan Organization: Lewis Co. Schools
 Title: School Psychologist
 Street Address: 33 Hillcrest Lane
 City: Bridgport State: WV Zip: 26330

Please check the box below that best describes your role.

- | | | |
|--|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Business/Industry |
| <input checked="" type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Community Member |

COMMENTS/SUGGESTIONS

§126-136-1. General.

§126-136-4. Definitions.

§126-136-5. Categories of Licenses

REC'D JUN 07 2006

§126-136-22. Salary Classifications for Educators.

§126-136-23. Reimbursement, Retention, Recruitment

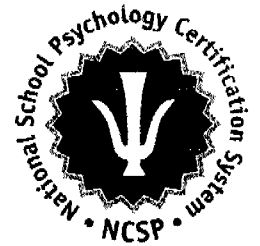
See attached

Please direct all comments to:

Monica Beane, Coordinator
Office of Professional Preparation
West Virginia Department of Education
Capitol Building 6, Room 252
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: mbeane@access.k12.wv.us
Fax No.: (304) 558-7843

**National School Psychology
Certification System**

4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270
(866) 331-NASP (6277)
(301) 657-0275, fax
e-mail: cert@naspweb.org
website: www.nasponline.org/certification



Ardyce M. Morgan, NCSP
33 Hillcrest Lane
Bridgeport, WV 26330-9364

March 10, 2006

Dear Ardyce:

Congratulations on the successful renewal of your NCSP credential! Your commitment to professional excellence through high standards and continuing professional development is acknowledged and appreciated.

This letter confirms your nationally certified status. Your current NCSP certification is valid for three years and expires on March 31, 2009. NASP recommends that you maintain a record of your activities and keep documentation for your next certification renewal. You will receive a renewal packet approximately one month prior to your expiration date. If any changes are made to the certification renewal requirements, you will be informed of changes as they occur.

In addition, the back of this letter includes links to NASP websites and important information on NCSP recognition, renewing your credential, and updating your contact data.

Once again, warm congratulations on successfully renewing your national certification. Best wishes.

Sincerely,

A handwritten signature in cursive script that reads "Sawyer A. Hunley".

Sawyer A. Hunley, NCSP
Chair, National School Psychology Certification Board



NATIONAL
ASSOCIATION OF
SCHOOL
PSYCHOLOGISTS



NCSP Recognition

To provide you with some well-deserved recognition, we invite you to visit the NASP website and complete a form to have personalized letters sent to one or two of your supervisor(s), advising them of your achievement. View the letter and fill out the form by visiting www.nasponline.org/certification/certlogin.asp. You will be able to access the NCSP Only website approximately one month after the date of this letter.

NCSP Renewal

To renew your certification three years from now, the completion of 75 hours of Continuing Professional Development (CPD) activities will be required. You may renew at or before your expiration date, as long as you have completed the renewal requirements. A renewal packet will be sent to you approximately six weeks before your certification expires. You may also renew online at www.nasponline.org/certification.

Updating Contact Information

To update your name or address, visit www.naspwebservices.org or call (866) 331-NASP (6277).

About the National Association of School Psychologists

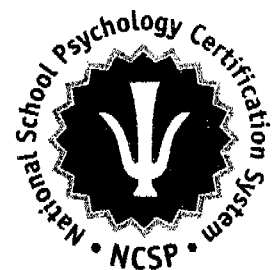
NASP is the largest, most influential organization of school psychologists in the world, representing more than 22,000 members or approximately 75% of the profession. NASP supports the efforts of its members and other stakeholders by providing resources and services that:

- Serve the mental health and educational needs of all children and youth.
- Promote prevention and early intervention, problem-solving approaches and collaboration, and research-based strategies and programs.
- Encourage and provide opportunities for the professional growth of individual members.
- Inform the public about the services and practice of psychology in schools.
- Advance the standards of the profession of school psychology.

Becoming an NCSP does not automatically make you a member of NASP. Membership in NASP is an important professional advantage and responsibility. It is an easy and essential way to improve your skills, advance the profession, and promote quality services for children and youth. For further information or to join NASP, visit www.naspwebservices.org or call (866) 331-NASP (6277).

Key NASP Websites

Main site: www.nasponline.org
Certification: www.nasponline.org/certification
Member Services: www.naspwebservices.org
NASP Career Center: www.naspcareercenter.org
Publications: www.nasponline.org/store
NASP Center: www.naspcenter.org



REC'D JUN 07 2006

Comment regarding 126-136-23

School Psychologists who are nationally certified should also be granted advanced salary supplements. To attain this National Certification a school psychologist must pass an exam through NTE Educational Testing Services. The certification must be renewed every three years with 75 hours of Continuing Professional Development activities. Please consider school psychologists who are employed by the West Virginia public school system and who hold advanced certification from the National School Psychology Certification Board for annual salary supplements.

JUN - 2 2006

POLICY5202: (Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications)

COMMENT PERIOD ENDS: June 12, 2006

COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 5202: (Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications). Additional sheets may be attached, if necessary.

Name: Karen Edgell Organization: Marion Co. Bd of Ed

Title: School Psychologist

Street Address: 200 Gaston Ave.

City: Fairmont State: WV Zip: 26330

Please check the box below that best describes your role.

- | | | |
|--|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Business/Industry |
| <input checked="" type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Community Member |

COMMENTS/SUGGESTIONS

§126-136-1. General.

§126-136-4. Definitions.

§126-136-5. Categories of Licenses

126CSR136

§126-136-8. Highly Qualified Teacher.
§126-136-9. General Requirements and Dates Certain for Licensure.
§126-136-10. Licenses for Professional Educators.
§126-136-11. Permits Issued to Professional Educators.
§126-136-12. Paraprofessional.
§126-136-15. Alternative Routes to Certification.
§126-136-18. Appropriate Assignments According to License.
§126-136-20. Athletic and Limited Football Trainer.

§126-136-22. Salary Classifications for Educators.

§126-136-23. Reimbursement, Retention, Recruitment

Please see attached

Please direct all comments to:

Monica Beane, Coordinator
Office of Professional Preparation
West Virginia Department of Education
Capitol Building 6, Room 252
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: mbeane@access.k12.wv.us
Fax No.: (304) 558-7843

May 31, 2006

Monica Beane, Coordinator
Office of Professional Preparation
West Virginia Department of Education
Capitol Building 6, Room 252
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

Comments: 126-136-23. Reimbursement, Retention, Recruitment

I am writing in reference to 23.4 Reimbursement for Professional Personnel with Recognized National Certification in Speech-Language Pathology, Audiology or Counseling. As I understand it, this section seeks to recognize those individuals who hold advanced national certification in their field of practice. I am a school psychologist in West Virginia working for Marion County Board of Education. I also have worked for and obtained national certification through the National Association of School Psychologists (NASP). This certification requires 75 hours of continuing education in school psychology every three years. As I feel that school psychologists are valuable school professional personnel and should also be recognized and rewarded, I am requesting that the WV Board of Education consider including school psychologists in the language of sections 23.4.1 through 23.4.4. In this manner, school psychologists would join eligible speech-language pathologists, audiologists, and counselors in receiving an annual salary supplement and become eligible for reimbursement of partial fees toward advanced national certification.

Sincerely,

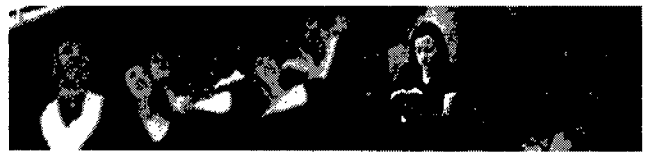


Karen J. Edgell, MA, CAS, NCSP
School Psychologist
Marion County Schools
200 Gaston Ave.
Fairmont, WV 26554



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