

**WEST VIRGINIA
SECRETARY OF STATE**

JOE MANCHIN, III

ADMINISTRATIVE LAW DIVISION

Form #5

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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 §§18-8-1, 18-2-5, 18-10E-1, 18A-2-9, 18A-3-1, 18A-3-1a, 18A-3-2a, 18A-3-3a, 18A-3-6, 18A-3-7, 18A-3-10, 18A-4-4, 18A-4-20 and 18B-1-2(r).

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 October 13, 2004.



Steven L. Paine
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title:

Policy 5202

Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications

Background:

As defined in the Reauthorization of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLBA) of 2001, states are required to develop a definition of highly qualified teacher that includes a state-defined High Objective Uniform State Standard of Evaluation (HOUSSE) that may be used by teachers not new to the profession in order to demonstrate subject competency. NCLBA also provides that teachers participating in state-defined alternative routes to certification may be considered highly qualified for up to three years. In addition, H.B. 4553, passed by the West Virginia Legislature on March 13, 2004, became effective on the date of passage. This legislation amended W.Va. Code §18A-3-1 to allow West Virginia certification to be granted to applicants who 1) graduate from a teacher preparation program at a regionally accredited institution of higher education; and 2) hold a valid teaching certificate(s) issued by another state in subject areas and grade levels for which West Virginia grants certification; and 3) successfully complete a West Virginia State Police and FBI criminal history background check as required by W.Va. Code §18A-3-10.

Substantive changes in Policy 5202 are needed to revise West Virginia's definition of highly qualified teacher to include the HOUSSE option and alternative routes to certification, as well as to reflect recent legislation regarding certification of out-of-state applicants. Changes are needed to incorporate into Policy 5202 language that outlines the requirements for tuition reimbursement, for reimbursement for National Board Certification and for moving expenses. Changes are also needed in Policy 5202 in order to address certification requirements for: gifted education, clinical/field experience (student teaching), reading, speech assistants, and athletic and limited football trainers.

In addition to these substantive changes, revisions to the policy format are also needed in order to streamline access to information about certification requirements. Revisions are also needed to reflect additions and corrections made following a review by the WVDE Office of Legal Services in order to more closely align Policy 5202 with W.Va. Code.

An advisory council comprised of representatives from the West Virginia Board of Education, West Virginia House and Senate Education Committees, central office administrators, principals, teachers, and West Virginia Department of Education staff has discussed and developed these recommended policy changes in a series of meetings. In order to address the substantive nature of these recommended changes, Policy 5202 will require repeal and replacement.

Impact:

The proposed revisions to Policy 5202 reflect current NCLBA requirements regarding the definition of highly qualified teacher, HOUSS and alternative routes to certification. W.Va. Code requirements for tuition reimbursement, reimbursement for National Board Certification and moving expenses have been clarified. Certification requirements for gifted education, the clinical/field experience (student teaching), and reading, speech assistants, and athletic and limited football trainers have also been incorporated and clarified. Finally, changes in language and format result in a more streamlined Policy 5202 to provide improved access to information about certification requirements.

Response to Comments:

Comments were received from 33 individuals. These comments, the action taken and rationale for the action in response to the comments are indicated on the Policy 5202 Comment Log. Twelve comments were received indicating opposition to the change in language in §126-136-23 that now requires completion of National Board certification prior to receiving reimbursement for the second half of the fees/charges incurred. Policy was not changed in response to these comments because W.Va. Code §18A-4-2a(d) clearly states that completion of certification is required in order to receive reimbursement. The eight comments that were made in response to §126-136-1 (General) dealt primarily with the complex nature of the policy. No specific language was changed in response to these eight comments; however, regional workshops have been scheduled to clarify the changes in policy, and language from W.Va. Code has been inserted in policy with increased frequency. Six comments were received regarding §126-136-19 (Special Education), most of which indicated support of the change in policy language expanding certification in Gifted Education to grades 1-12. Changes were also made in policy in response to comments indicating the need for a correction: use of "accredited" vs. "regionally accredited;" clarification of the language in the section dealing with short-term and long-term substitutes; correction of career/technical education credential requirements; and correction of information in the appendices regarding Praxis test requirements.

An abbreviated summary of the major comments, action taken and rationale for the action appears below:

Comment/Issue	Action Taken	Rationale
Policy difficult to follow (No strikethroughs/underlines)	No change in policy (Chart comparing old/new language was provided.)	Policy format has been improved; training on new policy will be provided.
Definitions	Clarify use of "accredited" vs. "regionally accredited"	Use of "accredited" allows greater flexibility for approval of credit
Special Education (Speech Assistants)	No change in policy	The issue was reviewed thoroughly by the Advisory Council and consensus was reached to make no changes.
(Gifted Education)	Extension of grade level	Higher Education program for Gifted Education is the same for K-6 and 5-12. Gifted certification will now be K-12.
Reimbursements (Tuition & Nat'l Bd.)	No change in policy	Initial revisions prior to the comment period were made to align policy language with W.Va. Code language.
Dating of Licenses	Insert language from W. Va. Code §18A-3-2 that permits hiring of persons for three months in good faith that the applicant is eligible for a certificate. This three-month period shall begin with the hire date for that position.	Inserting Code language makes it easier for the reader. Identifying the effective date for the license as the hire date assures consistency.

Proposals:

Revisions are being proposed to:

Add language to clarify West Virginia's definition of highly qualified teacher, including the HOUSSE option. (Refer to §126-136-8 on page 12 and §126-136-4.34 on page 5.)

Add language to describe the state requirements for alternative routes to certification. (Refer to §126-136-15 on page 63.)

Add language to incorporate recent legislation (H.B. 4553) regarding the certification of persons holding valid out-of-state certificates. (Refer to §126-136-16 on page 65.)

Add language to reflect requirements for reimbursement for tuition and moving expenses found in W.Va. Code §18A-3-3a, as well as language to reflect requirements for reimbursement for National Board for Professional Teaching Standards certification found in W.Va. Code §18A-1-1 (formerly in Policy 5203). (Refer to §126-136-23 on page 74.)

Add and revise language from WVBE Policy 5100 (Approval of Educational Personnel Preparation Programs) to describe the certification requirements for clinical practice/field experience and the flexibility that may be exercised by institutions of higher education for teacher education candidates adding a second field. (Refer to §126-136-9.7 on page 17.)

Add language to reflect the addition of reading endorsement as a certificate that meets both state-certification requirements for reading and the definition of highly qualified Title I reading teacher. (Refer to §126-136-8.2.2 on page 13.)

Add language to clarify the conditions under which a speech assistant may be employed, as well as language to clarify the requirements for a First Class/Full-Time Permit for a Speech-Language Pathologist. (Refer to §126-136-11.1 on page 33, §126-136-11.8 on page 52 and §126-136-18 on page 67.)

Add language from WVBE Policy 5112 to describe certification requirements for athletic and limited football trainers. (Refer to §126-136-20 on page 70.)

Omit language permitting state certification of paraprofessionals based on completion of an associate degree or 48 semester hours of college coursework. (Refer to the description of paraprofessional certification in §126-136-8 and §126-136-12.)

Re-organize the information in Policy 5202 according to the type of license, the person being granted the license, followed by the criteria for the initial license and subsequent renewals to facilitate access to information about certification requirements.

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**TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION**

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

FILED

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

2004 SEP 13 P 3:38

SERIES 136

OFFICE WEST VIRGINIA
SECRETARY OF STATE

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

§126-136-1. General.

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

1.2. Authority. - West Virginia Constitution, Article XII, Section 2, W. Va. Code §§18-8-1, 18-2-5, 18-10E-1, 18A-2-9, 18A-3-1, 18A-3-1a, 18A-3-2a, 18A-3-3a, 18A-3-6, 18A-3-7, 18A-3-10, 18A-4-4, 18A-4-20 and 18B-1-2(r).

1.3. Filing Date. - September 13, 2004

1.4. Effective Date. - October 13, 2004

1.5. Repeal of Former Rule. - This procedural rule repeals and replaces 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 May 19, 2003 and effective June 18, 2003, and W. Va. 126CSR137, West Virginia Board of Education Policy 5203, "National Board for Professional Teaching Standards Certification Reimbursement/Salary Bonus Program," filed February 15, 2002 and effective March 17, 2002.

§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.

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.

4.0. A.A. - An associate's degree from an accredited institution of higher education as defined in §125-136-4.4, which has been issued to, or for which the requirements for such have been met by, a person who qualifies for or holds a Paraprofessional Certificate or Full-Time Permit for Community Program Personnel.

4.1. A.B. - A bachelor's degree from an accredited institution of higher education as defined in §126-136-4.4, 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.

4.2. A.B. plus 15. - A bachelor's degree from an accredited institution of higher education as defined in §126-136-4.4 plus 15 semester hours of approved graduate coursework from an accredited institution of higher education, as defined in §126-136-4.4, approved to offer graduate credit, met by a person who qualifies for or holds a Professional Certificate or its equivalent.

4.3. Academic Major. - At least 21 semester hours of coursework from an accredited institution of higher education as defined in §126-136-4.4 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.

4.4. 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 Accrediting Association of Bible Colleges, the Association of Independent Colleges and Schools or the Association of Theological Schools, to award degrees at a stipulated level, i.e., bachelor's degree, master's degree, and/or doctorate.

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

4.6. 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.

4.7. Ancillary Requirements. - For purposes of implementing the National Association of State Directors of Teacher Education Certification (NASDTEC) Interstate Agreement, ancillary requirements include the following: minimum GPA, hereinafter GPA, standardized testing or assessment, mentoring, experience and graduation from an accredited institution of higher education, as defined in §126-136-4.4.

4.8. Appeal. - A written request submitted by an individual for an appeal of a 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.

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

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

4.11. 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.

4.12. 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 education service agency, hereinafter RESA, or any non-public school or school system in West Virginia.

4.13. 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 §126-136-4.52.

4.14. 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 §126-136-4.52.

4.15. 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 §126-136-4.52.

4.16. 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 §126-136-4.52. 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.

4.17. 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 §126-136-4.52. 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.

4.18. 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.

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

4.20. Core Academic Subjects. - The core academic subjects are English, reading or language arts, mathematics, sciences, foreign language, civics and government, economics, arts, history and geography as identified in the No Child Left Behind Act.

4.21. County Superintendent. - The chief administrative officer of a board of education, as defined in §126-136-4.12.

4.22. Day. - Calendar day.

4.23. Denial for Cause. - A denial based on an 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.

4.24. Doctorate. - A doctoral degree from an accredited institution of higher education as defined in §126-136-4.4 approved to offer such degrees, which has been issued to, or for which the requirements have been met by, a person who qualifies for or holds a Professional Certificate or its equivalent.

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

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

4.27. 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.

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

4.29. Fee. - For purposes 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.

4.30. GED. - General Educational Development equivalency diploma.

4.31. Graduate Credit. - Credit beyond the bachelor's level earned at an accredited institution of higher education as defined in §126-136-4.4 approved to offer graduate credit.

4.32. 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.

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

4.34. 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 who is not new to the profession in order to meet the definition of highly qualified teacher. Section I of the Teacher Evaluation Form

identified in W.Va. 126CSR13 Policy 5310, Performance Evaluation of School Personnel, that addresses a teacher's knowledge of the subject has been designated as West Virginia's HOUSSE. A teacher not new to the profession may use a rating of "meets standards" or higher on Section I of the Teacher Evaluation Form (WVBE Policy 5310) to document his/her subject matter competency in order to meet the definition of highly qualified teacher in that content area for that year.

4.35. Initial License. - The first license issued to an individual by the State Superintendent of Schools or the WVDE under §126-CSR-136 or §126-CSR-92.

4.36. Institution of Higher Education. - An accredited college or university. (Refer to §126-136-4.4.)

4.37. 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.

4.38. Licensing Agency. - State Superintendent of Schools or WVDE.

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

4.40. 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.

4.41. M.A. - A master's degree related to the public schools earned at an accredited institution of higher education as defined in §126-136-4.4 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.

4.42. M.A. plus 15. - A master's degree related to the public schools earned in an accredited institution of higher education as defined in §126-136-4.4 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 on the Professional Certificate or its equivalent.

4.43. M.A. plus 30. - A master's degree related to the public schools earned in an accredited institution of higher education as defined in §126-136-4.4 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.

4.44. M.A. plus 45. - A master's degree related to the public schools earned in an accredited institution of higher education as defined in §126-136-4.4 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.

4.45. Mentor. - An experienced classroom teacher, as defined in §126-136-4.28 who is assigned to assist and support the beginning educator during the beginning educator internship.

4.46. One Year of Experience. - One year of experience for conversion/permanent licensure purposes equals 133 paid days within one school year.

4.47. 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.

4.48. 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.

4.49. Professional Certificate or Its Equivalent. - Individuals may be issued the Professional Teaching Certificate, Professional Service 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.

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

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

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

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

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

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

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

4.57. 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.

4.58. 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.

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

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

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

4.62. 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.

4.63. West Virginia Commission for Professional Teaching Standards (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 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 assessed as competent to assume a role in public education in keeping with the specialization(s) and grade levels designated on 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 on the Professional or Career/Technical Education Certificate does not exist. 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.)

§126-136-6. Legal Basis 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 (W. Va. Code §18A-3-1).

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 of Schools.

6.2.1. Issuance of Licenses. - In accordance with WVBE rules for the education of professional educators, the State Superintendent of Schools 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 of Schools 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 (W.Va. Code §18A-3-2).

6.2.2. Revocation and Suspension of Licenses. - The State Superintendent of Schools 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 proven 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 of Schools may designate the West Virginia Commission for Professional Teaching Standards or members thereof to conduct hearings on revocations, suspensions or certificate denials and make recommendations for action by the State Superintendent of Schools (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 of Schools shall have the authority to recall the license and make such corrections as will conform to the requirements of law and WVBE rules (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 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 WVDE in accordance with Policy 1340.

§126-136-7. Responsibilities for Licensure.

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 a 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 purposes 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 purposes of renewal. The State Superintendent of Schools 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 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 of Schools for such action as in the State Superintendent's judgment may be proper. (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 services and administrative position (W. Va. Code §18A-4-7a.). 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 (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 an 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**

d. Waiver Requirements. - The State Superintendent of Schools 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 of Schools must state, in writing, the reason(s) for granting or denying such waiver with a copy to be maintained in the applicant's records and a 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 the Reauthorization of the Elementary and Secondary Education, otherwise known as the No Child Left Behind Act (NCLBA) of 2001. By the end of the 2005-2006 school year, all teachers delivering instruction in the core academic subject areas must meet the NCLBA 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:

(a) passing the state competency test in the content area(s) as identified in Appendix B; **OR**

(b) having an academic major or advanced credential(s) in the subject taught as defined in §126-136-4.3 and §126-136-4.5, respectively; **OR**

(c) satisfying West Virginia's HOUSSE definition as defined in §126-136-4.34.

b. Title I Reading Teacher. – According to the NCLBA 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 NCLBA defined core academic subject areas for students with exceptionalities must meet state certification requirements in order to be considered highly qualified. If a special education teacher does not hold the appropriate content specialization, s/he must collaborate in the planning and delivery of instruction with a teacher(s) who holds the appropriate content specialization. Refer to §126-136-19.2 for the definition of collaboration.

d. Paraprofessionals (includes persons classified as Aide I, II, III and IV). – The NCLBA 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 classifications identified in W.Va. Code §18A-4-8 are included in the NCLBA 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 the NCLBA.

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 NCLBA, 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 the NCLBA.

C. Qualified Paraprofessional (includes persons classified as Aide I, II, III, and IV). – Criteria for being considered a qualified paraprofessional, as defined in the NCLBA, 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 §126-136-4.4; **OR**

(b) College Degree. – The applicant must have obtained an associate degree or higher from an accredited institution of higher education, as defined in §126-136-4.4; **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. West Virginia 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 (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, 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 requests 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 cards (if applicable) for licensure must be received by the West Virginia Department of Education within ten calendar days of the hire date. Licensure will not reflect an effective date prior to the date of hire. All certificates shall expire on June 30 of the last year of their validity irrespective of the date of issuance (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, 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 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 §126-136-4.4, 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 §126-136-4.4, 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 §126-136-4.4, approved to offer a doctorate and in a curriculum related to the public school program may be recognized for licensure and salary purposes (W. Va. Code §18A-4-1).

9.6.5. Degrees and Coursework from Non-accredited Colleges. - Degrees and/or coursework earned from unaccredited institutions 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 126-136.4.4 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 §126-136-9.6.6, completed through an accredited institution of higher education, as defined in §126-136-4.4, and subsequent to the issuance of the license being renewed and within the five-year period immediately preceding the date of application may be used for renewal of a license. Only unduplicated coursework from an accredited institution of higher education related to the public school program as defined in §126-136-9.6.6 may be used for an advanced salary classification.

9.6.7. Related to the Public School Program. - For purposes of renewal and advanced salary classifications, "related to the public school program" shall mean: 1) any course offering included in a degree program in the field of education; 2) content and/or professional education coursework related to 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 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 the Substitute Permit. 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.

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 §126-136-4.4 or an equivalent degree through an institution of higher education 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); 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 §126-136-4.4 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 §126-136-4.4; 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:

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

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

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

D. National Board for Professional Teaching Standards Certificate (NBPTS). - A valid certificate from the NBPTS in a specialization comparable to those listed in Appendix A; **AND**

E. WVBE Adopted Tests. - Unless identified as an 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 have been established for each of the tests as indicated:

(a) Preprofessional 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 Preprofessional 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 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 an 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 is 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 for 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 the 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 Students: 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 on her/his Professional Certificate is exempt from the required content test provided s/he has completed three

years of experience in an 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 requirement 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 test 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. MA 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. - Receive the recommendation of the West Virginia county superintendent in the county in which the educator teaches, last taught or resides. An educator who has never taught in West Virginia and who does not reside in this state must receive the recommendation of the West Virginia State Superintendent of Schools.

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 teachers, 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 defined in §126-136-9.6.6 unless the applicant holds a minimum of a MA 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 MA 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.

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 §126-136-4.4 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 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.

d. **Renewal of the Temporary Administrative Certificate.**

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

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 §126-136-4.4; 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 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, 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 sixty-six 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 provided 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 §126-136-12 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. MA plus 30 Salary Classification. - Hold a minimum of a MA plus 30 salary classification based on the awarding of 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. - Receive the recommendation of the county superintendent in the county in which the applicant teaches, last taught or resides. An educator who has never worked in West Virginia and who does not reside in this state must receive the recommendation of the State Superintendent.

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. MA plus 30 Salary Classification. - Holds a minimum of a MA 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. - Receive the recommendation of the county superintendent in the county in which the applicant teaches or last taught.

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 1-4 specified 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 School Counselor to an applicant who meets the following criteria: 1) Master's Degree in Counseling from an accredited institution of higher education as defined in §126-136-4.4; 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 1-4 specified 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 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 §126-136-4.4; 2) holds a valid Registered Nurse (R.N.) license issued by the West Virginia Board of Examiners; 3) successful completion of an accredited School Nurse Program.

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 Registered Nurse 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 §126-136-10.1.4 for a Professional Five-Year Teaching Certificate.

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 Psychology from an accredited institution of higher education as defined in §126-136-4.4.

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 §126-136-10.1.4 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 §126-136-4.4.

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 Pathologist to an applicant who meets the requirements listed in §126-136-10.1.5 for a Permanent Professional Teaching 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 §126-136-4.4.

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 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. MA 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**

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

d. Recommendation of Superintendent. - Receives the recommendation of the West Virginia county superintendent in the county in which the educator works, last worked or resides. An educator who has never worked in West Virginia and who does not reside in this state must receive the recommendation of the State Superintendent.

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 §126-136-9.6.6, unless the applicant holds a minimum of a MA 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. - Receive the recommendation of the county superintendent in the county in which the educator works or last worked.

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**

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

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

g. 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 MA plus 30 salary classification based on the awarding of a master's degree; or 3) age sixty; **AND**

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

i. 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 an 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 Cooperative Education, Criminal Justice/Corrections, Emergency Services, Health Occupations, Law Enforcement, Occupation Home Economics, Security/Protective Services, or Technical and Industrial 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 accredited institution of higher education as defined in §126-136-4.4; 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. Performance Assessment. - Successful completion of the performance assessment required under WVBE Policy 5100 as verified by a representative of the institution of higher education and a public school; AND

D. Industry Recognized Credentials. - 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 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 credentials 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 in the county in which the applicant teaches or last taught; **OR**

F. 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:

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. MA plus 30 Salary Classification. - Hold a minimum of a MA 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. Industry Recognized Credentials. - 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 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 credentials 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 Superintendent. - Receive the recommendation of the county superintendent in the county in which the applicant teaches, last taught or resides. An educator who is not employed as an educator in West Virginia and has never taught or resided in West Virginia shall consult with the licensing agency on procedures required for renewal of the certificate.

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 a master's degree related to the public school program as defined in §126-136-4.41; **AND**

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

d. Industry Recognized Credentials. - 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 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 credentials 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; **OR**

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

f. 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 MA plus 30 salary classification based on the awarding of a master's degree; or 3) age sixty; **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 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; 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.

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 of Schools 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 for Professional Teaching and Student Support Personnel is not required to have a minimum of a bachelor's degree for issuance of the original permit. Evidence of a valid registered nurse license issued by the West Virginia Board of Examiners is required.

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 on 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 §126-136-4.4 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 of Schools 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 of Schools, 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 of Schools shall render a decision; however, the permit may not be extended beyond one school year or more than once.

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 illness of the applicant or illness/death of an immediate family member prevented the educator from completing the required coursework; OR

C. 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 §126-136-4.4; 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. 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 degree in an area related to the specialization for which licensure is requested and complete three years (6,000 clock hours) of satisfactory and reasonably continuous work experience in the area for which licensure is requested; **OR**

C. 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; **OR**

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

E. License - For each Technical and Industrial specialization, the applicant must satisfy the following:

(a) hold the credential required for the program to meet the standards for accreditation or certification or approval set by the industry-recognized organization or agency providing such accreditation, where available; **AND**

(b) hold the credential required for the awarding of industry-recognized credentials to students or for the qualification of students to sit for credentialing examinations, where available; **AND**

(c) hold the industry-recognized credential that the teacher must hold to demonstrate program quality or to fulfill all program requirements.

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 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. Nursing Assistant.

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

(b) Wage-Earning Experience. - Complete two years (4,000 clock hours) of wage earning experience involving "patient-side" nursing care in a long term, intermediate or acute care clinical facility such as a nursing home or hospital. The most recent experience must have been within the past three years and beyond the training period. One year (2000 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 (OHFLAC) regulations that lead to certification.

C. Medical Assistant.

(a) Certification. - Hold a valid certificate from the American Association of Medical Assistants (AAMA) or a valid certificate from the American Medical Technologists Association (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 (ASCP), or the International Society for Clinical Lab Technology (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.

(a) Certification. - Hold a valid certificate from the Dental Assistant National Board (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 (NBC); **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 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. 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.

e. Criminal Justice/Corrections Services.

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

B. Degree. - Hold a bachelor's degree in the field and complete two years (4,000 clock hours) of satisfactory and reasonably continuous work experience in the field; **OR**

C. Associate Degree. - Hold an associate degree in the field and complete three years (6,000 clock hours) of satisfactory and reasonably continuous work experience in the field.

f. Emergency Services.

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

B. Experience. - Complete four years (8000 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 NFPA 1001 National Certification Exam.

g. Law Enforcement.

A. Wage Earning Experience. - Complete four years (8,000 clock hours) of satisfactory and reasonably continuous wage-earning experience in a law enforcement field; **OR**

B. Degree. - Hold a bachelor's degree in the field and complete two years (4,000 clock hours) of satisfactory and reasonably continuous work experience in the field; **OR**

C. Associate Degree. - Hold an associate degree in the field and complete three years (6,000 clock hours) of satisfactory and reasonably continuous work experience in the field.

h. Security/Protective Services.

A. Wage Earning Experience. - Complete four years (8,000 clock hours) of satisfactory and reasonably continuous wage-earning experience in a security or protective services field; **OR**

B. Degree. - Hold a bachelor's degree in the field and complete two years (4,000 clock hours) of satisfactory and reasonably continuous work experience in the field; **OR**

C. Associate Degree. - Hold an associate degree in the field and complete three years (6,000 clock hours) of satisfactory and reasonably continuous work experience in the field.

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 in the specialization(s) reflected on the permit 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. Industry Recognized Credentials. - 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 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 credentials 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

D. 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 in the specializations(s) reflected on the permit 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 §126-136-4.4; 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) education and training in evaluation skills through the 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 §126-136-11.4.2 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 continues 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 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 Permits for Community Program Personnel may be issued to an individual employed by a community program as defined in §126-136-4.18 who has completed: 1) bachelor's degree or associate degree as identified in §126-136-4.0 and §126-136-4.1 through an accredited institution of higher education as defined in §126-136-4.4; 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 §126-136-4.18; **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 Associates 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**

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 or early childhood education must be completed within five years of the original issuance of the First-Class/Full-Time Permit for Community Programs.

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 §126-136-4.52 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 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 §126-136-4.4, or a minimum of a Nursing Diploma/Associate Degree and a valid WV RN 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 eighteen 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. 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 twelve 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 twelve 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 §126-136-4.4. 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.

11.6.3. 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 §126-136-4.4, or a

minimum of a Nursing Diploma/Associate Degree and a valid WV RN 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 the Long-Term Substitute Permit must submit evidence of satisfying the following:

A. **Verification of successful completion of eighteen 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. 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.** - Twelve semester hours of coursework from an accredited institution of higher education as defined in §126-136-4.4.4 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.**

a. **Verification of Training.** - Verification of successful completion of twelve 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 §126-136-4.4.4.** 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 Teaching Certificate.

a. Substitute Permit Applicants with Valid West Virginia Professional Teaching Certificates. - Any applicant with a valid West Virginia Professional Teaching 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 Teaching Certificates. - If the applicant keeps the West Virginia Professional Teaching 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 §126-136-4.4; 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 §126-136-11.1.3.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:

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 eighteen 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 eighteen 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 or Occupational Home Economics Specializations.

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

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

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

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

B. For Health Occupations Specializations. - An applicant requesting a Substitute Career/Technical Education Permit shall meet the requirements for issuance of the First-Class/Full-Time Career/Technical Education Permit as stipulated in §126-136-11.3.1.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 twelve 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 twelve 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 Permits 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 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 §126-136-4.4; 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 the 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 §126-136-4.4; AND

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

C. the minimum GPA specified in §126-136-9.8.

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. Sixty Graduate Hours Including Master's Degree. - Hold a minimum of sixty graduate hours including a master's degree; OR

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

D. Professional Development Activities. - Thirty clock hours of adult basic education professional development activities approved by the licensing agency; AND

E. 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. common conditions for issuance specified in §126-136-11.6.6.c; AND
- c. content specific conditions for issuance of a Substitute Career/Technical Education Permit as stipulated in §126-136-11.6.6.d.

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

- a. License. - Hold a current West Virginia EMT or Paramedic license; AND
- b. Experience. - Complete four years of recent work experience, which may include emergency room or emergency medical care, beyond the training period in the occupation to be taught; AND
- c. Test. - Scores reflecting a minimum of 85% on the National Registry or West Virginia EMT certification or 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 in EMT instructor training; 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 Emergency Medical Technician Adult Part-Time Permit must submit evidence of satisfying the following:

- a. License. - Hold current EMT or paramedic license; AND
- b. Certification. - Hold current CPR instructor certification; AND
- c. Teaching Experience. - Complete 27 hours of teaching activity in an approved EMT basic or refresher course subsequent to the issuance of the license being renewed; AND
- d. 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. Receive the recommendation of the county superintendent in the county 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 six years of work experience in the field of fire service; **AND**

b. Complete approved instructor training program for fire service instructors and successfully complete the field-based experience in fire instructor training. Receive verification from the RESA Staff Development 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 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**

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 her/his 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, arts and crafts, fine arts, drama and music, parent education, recreation, home-making, languages 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 – Complete three years (6,000 clock hours) of successful wage-earning experience in the occupation for which licensure is requested; AND

b. Recommendation of Superintendent. – Receive the recommendation of the county superintendent in the county in which the applicant teaches.

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 §126-136-4.4, 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.

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 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) Demonstrated Competence. - Meet the selection criteria for being able to work with troubled and disruptive youth as established in W.Va.126CSR20, Alternative Education Programs for Disruptive Students (2418); **AND**

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

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**

(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 West Virginia Department of Education 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 of in-service credit offered by the licensing agency; **AND**

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

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 (WVSSAC) or approved local board of education training if the sport is not within the jurisdiction of the WVSSAC; **AND**

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

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

(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 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**

(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 §126-136-4.4; **AND**

(b) Certificate of Completion. - Successful completion of the "Jobs for America's Graduates" training; **AND**

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

(d) 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 ROTC Program. - The applicant for licensure must provide evidence of satisfying the following:

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

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

O. Initial Authorization for Licensed Psychologists 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 foundations of statistical, testing, and research techniques, and collecting data to identify children with specialized needs; **AND**

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

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

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

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 issued by the West Virginia Board of Examiners for Psychologists; **AND**

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

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, foods, 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:

(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.

(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.

(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:

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

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

(c) Recommendation of 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 (NRAEF) training.

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

§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 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.

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

a. Basic Skills. - The applicant must have completed at least nine semester hours of college/university credit or its equivalent in reading, writing and mathematical computations. Three semester hours of coursework can be credited by passing each of the Pre-Professional Skills Tests (PPST) in reading, writing and mathematics or meeting one of the exceptions identified in §126-136.10.1.2.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**

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

d. Special Education. - The applicant must have completed at least three semester hours of college/university credit or its equivalent in special education. Documentation of a minimum of two years of

successful experience which included special needs children and a minimum of ten (10) clock hours of in-service training directly related to special education may be substituted for the college/university credit; **AND**

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

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

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

h. 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 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.

§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 of Schools may grant the waiver if the circumstances warrant such approval. However, the county superintendent must continue to seek the services of an educator with the appropriate endorsement(s) and place this individual in the position at a time determined to be in the best interest of the students.

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 eighteen 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 twelve 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 board of education.

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 county board of education.

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

14.4.1. A county superintendent may request, in writing to the State Superintendent of Schools, 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 of Schools 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 the 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, with a minimum overall 2.5 GPA from an accredited institution of higher education in a subject area taught in the public schools of West Virginia; **AND**

15.1.2. meets the proficiency scores(s) on the state competency exam(s) in pre-professional skills and 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 acceptable documentation of 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 the age of eighteen years on or before the first day of October of the year in which the alternative teaching certificate is issued; **AND**

15.1.5 is offered employment in a shortage area, as defined in §126-136-4.57, by a county school district; **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 the WVDE as required by W. Va. Code §18A-3-10 and WVBE Policy 5202 §126-136-9.1.2; **AND**

15.1.7. enrolls in an eighteen semester hour WVBE-approved alternative route to certification program that contains the following components in accordance with W. Va. Code §18A-3-2a:

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

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

15.4. Renewal of the Alternative Teaching Certificate.

15.4.1. 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. Complete 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.

15.4.2. 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.

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

15.5.1. 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

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

15.5.3. 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.

§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 Teacher Education Certification (NASDTEC) that promotes the mobility of educators across state and national lines utilizing consistent standards for certification of 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) provide for certification of an applicant who:

16.1.1. meets equivalent standards at institutions of higher education in other states; AND who has passed appropriate WVBE-approved basic skills and subject-matter tests; OR has completed three (3) years of successful experience within the last seven (7) 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 §126-136-4.63) equivalent to the Professional, Administrative or Professional Student Support Certificate; AND (2) who has graduated from an approved teacher education program at a regionally accredited institution of higher education as defined in §126-136-4.52; 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 §126-136-9.1.2. (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 in 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 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 endorsement 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 certificate 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 evaluating 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 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 MA 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 retraining 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 board of education may utilize such personnel in accordance with a locally adopted policy provided such personnel do not replace a licensed educator.

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 a 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 days 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 (ESL) Teachers. - An (ESL) teacher may 1) Deliver the instructional support to the student with limited English proficiency (LEP) whose assessment indicates the instructional goals and objectives can be delivered in the regular education program with support from the ESL teacher; and/or 2) Provide support to the regular classroom teacher by assisting in the modification of the curriculum, methods, and materials 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.

18.12. Assignment of Adult Basic Education Teachers. - Persons assigned as adult basic education teachers 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 provided they secure the appropriate authorization. A Speech Assistant may be employed only in the event that no 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 PreK-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 PreK-Adult provided s/he applies for, and is granted the appropriate licensure from the WVDE.

§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. Collaboration.

19.2.1. Requirement for Collaboration. As indicated in the NCLBA, a special education teacher who is responsible for providing instruction and course credit for any course included in the NCLBA defined core academic subject areas for students with exceptionalities must meet state certification requirements in order to be considered highly qualified. If a special education teacher does not hold the appropriate content specialization, s/he must collaborate in the planning and delivery of instruction with a teacher(s) who holds the appropriate content specialization.

19.2.2. Definition of Collaboration. Collaboration must be ongoing and involve two or more teachers working together toward a common goal. Collaboration activities may include, but are not limited to: setting instructional goals, identifying learning problems, assessing students' needs and skills, exchanging information about student work and effective instructional strategies, and planning and delivering instruction and evaluating its impact on student progress. Collaboration may include, but is not limited to co-teaching, planning together over the school year, and conferencing on a scheduled basis to adjust and improve instruction.

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 West Virginia county school system.

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

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.

§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 of Schools 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 or her ineligibility, whichever occurs first (§18A-4-3).

20.2. Athletic Trainer Certificate. - The Professional Support Certificate endorsed for Athletic Trainer stands alone, shall not require other certificates as a 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 §126-136-4.4, 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 annually as provided in WV126CSR118, Athletic Trainers in the Public Schools of West Virginia (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 (NATABOC). The Authorization may be reissued annually upon 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 is 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 outlined in WV126CSR118, Athletic Trainers in the Public Schools of West Virginia (5112) and §126-36-20.5.1

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 WVBE application for licensure; AND (4) provide assurance that the individual being hired will annually attend the Athletic Trainer workshop; AND (5) submit the appropriate application and provide all necessary documentation to the WVDE.

§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 (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 BA plus 15, Master's, MA plus 15, MA plus 30, MA 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.

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 §126-136-4.4 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 §126-136-4.52.

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.

22.4.3. Duplicate credit as defined in §126-136-4.25, 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 MA plus 15, MA plus 30, or MA 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 BA 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. Thirty semester hours of undergraduate credit from a regionally accredited institution of higher education, earned after July 1, 1984, may be utilized for an advanced salary classification if such hours are in accordance with (a) the teacher's current classification of certification and of 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 used to satisfy option "a" must be completed after all requirements for issuance of the specialization on the Professional or Career/Technical Education Certificate have been completed.

22.5. Salary Classifications 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 Career/Technical Education BA plus 15, Career/Technical Education MA, Career/Technical Education MA plus 15, Career/Technical Education MA plus 30, and Career/Technical Education MA 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 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 MA 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.

22.5.7. An educator who holds a permanent Career/Technical Education Certificate may qualify for the MA plus 45 salary classification based on the awarding of a bachelor's degree and 15 semester hours of graduate credit from a regionally accredited institution of higher education defined in §126-136-4.

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. School and Society | 3 Hrs. |
| c. Computer Literacy/Microcomputer
Network Applications | 6 Hrs. |
| d. Human Growth and Development | 3 Hrs. |
| e. Mathematics | 6 Hrs. |
| f. Humanities | 6 Hrs. |
| g. Social Science | 6 Hrs. |
| h. Psychology of Learning | 3 Hrs. |
| i. Speech | 3 Hrs. |
| j. Organization/Management of Career/
Technical Education (CTE) Labs | 3 Hrs. |
| k. Coordination of Cooperative CTE | 3 Hrs. |
| l. History and Philosophy of CTE | 3 Hrs. |
| m. Coordination of CTE Youth Activities | 3 Hrs. |
| n. Occupational Analysis in CTE | 3 Hrs. |
| o. Teaching Special Needs Students in CTE | 3 Hrs. |
| p. Laboratory Science | 8 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 §126-136-4.4; 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 may apply for tuition reimbursement under 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 fifteen semester hours of courses for any teacher. An educator may be 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 course work 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 in another county; 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 two thousand five hundred dollars. 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 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 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.

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 party 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, 2005, program completion will be considered achieved at the time that board certification is granted. Program completion must occur within three (3) years after initial enrollment in the Program.

23.3.5. Procedures for Obtaining NBPTS Fee Reimbursement and Salary Supplement. - Under the provisions of §126-136-22.3, 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 a copy of the canceled check verifying payment of the assessment fee for which reimbursement is requested, and documentation that the candidate is enrolled in the NBPTS Certification Program.

a. A classroom teacher who achieves NBPTS Certification 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) a copy of the canceled check verifying payment of the assessment fee for which reimbursement is requested; and 2) documentation that the teacher has completed NBPTS Certification and has been granted Board Certification.

b. A classroom teacher who achieves NBPTS Certification may request reimbursement of actual expenses incurred for non-durable goods as listed under federal I.R.S. guidelines, up to a maximum of \$600.00, by submitting: 1) the appropriate application to the WVDE; AND 2) documentation that the teacher has achieved NBPTS Certification; and 3) original receipts for the expenses incurred. 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 (3) 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 the NBPTS certification. Teachers who achieve NBPTS certification may be reimbursed a maximum of six hundred dollars for expenses actually incurred while obtaining NBPTS certification, with any subsidy funding received to be considered as partial or complete payment of this amount.

23.4. 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 documentation that the teacher has achieved NBPTS Certification. The payments 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.

§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.

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APPENDIX A

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

Recognized Programmatic Levels

Preschool Education	Birth-PreK
Early Education	PreK-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

American Sign Language	PreK-Adult
Any Modern Foreign Language	PreK-Adult, 5-Adult
Art	PreK-Adult, 5-Adult, 5-9
Biology	9-Adult
Chemistry	9-Adult
Chemistry/Physics	9-Adult
Computer Science Education	PreK-Adult
Dance	PreK-Adult, 5-Adult
Driver Education	9-Adult
Early Childhood Education	K-4
Early Education	PreK-K
Elementary Education	K-6
English	5-Adult, 5-9
English as a Second Language	PreK-Adult
French	PreK-Adult, 5-Adult
General Math through Algebra I	5-Adult, 5-9
General Science	5-Adult, 5-9
German	PreK-Adult, 5-Adult
Health	PreK-Adult, 5-Adult
Japanese	PreK-Adult, 5-Adult
Journalism	5-Adult, 9-Adult
Latin	PreK-Adult, 5-Adult
Mathematics	5-Adult, 5-9
Middle Childhood Education (MCE)	5-9
Music	PreK-Adult
Oral Communications	5-Adult, 9-Adult
Physical Education	PreK-Adult, 5-Adult, 5-9
Physics	9-Adult
Preschool Education	Birth-PreK
Reading	PreK-Adult
Reading Specialist ^{1,2}	PreK-Adult
Russian	PreK-Adult, 5-Adult

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School Library/Media	PreK-Adult
Social Studies	5-Adult, 5-9
Spanish	PreK-Adult, 5-Adult
Technology Education	5-Adult
Theatre	PreK-Adult, 5-Adult
Wellness (Health-Physical Education)	PreK-Adult

Grade Level Options for Career/Technical Specializations

Agriculture	5-Adult
Business Education	5-Adult, 9-Adult
Family & Consumer Science	5-Adult
Marketing	9-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	PreK-Adult
Mentally Impaired (Mild/Moderate)	K-Adult, 5-Adult
Multi-Categorical (BD, MI and SLD)	K-Adult, 5-Adult
Preschool Special Needs	PreK-K
Severely/Profoundly Impaired	PreK-Adult
Specific Learning Disabilities	K-Adult, 5-Adult
Visually Impaired	PreK-Adult

Grade Level Options for Student Support Specializations

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

Grade Level Options for Administrative Specializations

General Supervisor ²	PreK-Adult
Principal ²	PreK-Adult
Superintendent ²	PreK-Adult

¹Graduate Level Certification Program Required

²Master's Degree Required

Grade Level Options for Paraprofessionals

Paraprofessionals ³	PreK-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	Health Assistant
Air Conditioning	Health Unit Coordinator
Auto Body Repair	Horticulture
Auto Mechanics	Hospitality
Aviation Maintenance	Hotel/Motel/Housekeeping
Carpentry	Industrial Equipment
Child Care	Maintenance
Civil Technology	Lab Tech Electronics
Collision Repair	Lab Tech Medical
Commercial Artistry	Law Enforcement
Communications Technology	Machine Shop
Computer Integrated	Masonry
Manufacturing	Medical Assistant
Computer Systems Repair	Medical Records
Coordinator Cooperative Education	Medical Transcription
Cosmetology	Mill and Cabinet
Criminal Justice/Corrections Services	Nursing Assistant
Culinary Arts	Operations/Maintenance (Heavy Equipment)
Data Processing Programming	Operations/Maintenance (Trucks)
Dental Assistant	Optician Technician
Dental Technician	Pharmacy Technician
Diesel Mechanics	Piano Tuning and Repair
Draft and Design Technology	Phlebotomy
Drafting	Plumber and Pipefitting
EKG Technician	Practical Nursing
Electro-Mechanical Technology	Refrigeration Mechanic
Electronics Technology	Respiratory Therapy
Emergency Services	Security/Protective Service
Facilities Maintenance	Sheet Metal
Food Preparation	Small Engine Repair
Food Service	Surgical Technician
Forestry	Ward Clerk
General Building Construction	Warehousing
Graphic Arts	Welding

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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 §126-136-4.52 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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GENERAL AND CAREER/TECHNICAL SPECIALIZATIONS

Standards Required	Required Tests ¹	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
AGRICULTURE					
<i>National Standards</i> None	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>Praxis Test Topics</i> •Soil Science •Plant Science •Animal Science •Agriculture Economics •Agriculture Mechanics •Leadership and Supervised Occupational Experience	Praxis II Content Test 0700 Agriculture				430
<i>WV Content Standards</i> •Forestry	<i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A	159	165 156	152 154 144
AMERICAN SIGN LANGUAGE					
<i>National Standards</i> American Sign Language Teacher Association	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>Praxis II Content Test</i> No Test Required				
	<i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		159	165 156	152 154 144
ART					
<i>National Standards</i> Standards for Art Teacher Preparation	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> • Reflecting upon and assessing characteristics and merits of their work and work of others • Making connections between visual arts and other disciplines	<i>Praxis II Content Test</i> 0133 Art: Content Knowledge			160	146
	<i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR 0524 Principles of Learning & Teaching (7-12)		159	165 156	152 154 144

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Standards Required	Required Tests ¹	Required Score			
BIOLOGY		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> • Nature of Science • Scientific Attitudes/ Habits of Mind • Scientific Processes/ Thinking Skills • Laboratory Investigation/ Hand-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0235 Biology: Content Knowledge <i>Praxis Test³</i> 0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR 0524 Principles of Learning & Teaching (7-12)		174 172		172 171 172 152 154 144
BUSINESS EDUCATION <i>National Standards</i> National Standards for Business Education <i>WV Content Standards</i> • Keyboarding Applications • Word Processing • Business Computer Applications • Machine Transcription	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0100 Business Education <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR 0524 Principles of Learning & Teaching (7-12)	N/A	174 172 159	165 156	172 171 172 570 152 154 144

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Standards Required	Required Tests ¹	Required Score			
CHEMISTRY		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> • 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	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0245 Chemistry Content Knowledge <i>Praxis Test</i> ³ 0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR 0524 Principles of Learning & Teaching (7-12) 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 requirement listed within this section as well as the Physics section.		174 172 157 159	172 171 172 150 156	172 171 172 154 144
COMPUTER-RELATED EDUCATION <i>National Standards</i> International Society for Technology in Education (ISTE)*	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172 159	172 171 172 165 156	172 171 172 152 144
DANCE <i>National Standards</i> National Dance Association <i>WV Content Standards</i>	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172 159	172 171 172 165 156	172 171 172 152 154 144

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Standards Required	Required Tests ¹	Required Score			
DRIVER EDUCATION		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<i>National Standards</i> None <i>Praxis Test Topics</i> •Safe Motor Vehicle Operation and Procedures •Motor Vehicle Laws and Regulations •Automobile Operation and Maintenance •Instruction, Methodology and Evaluation •Driver Responsibilities and Special Knowledge	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0867 Safety Education <i>Praxis Test³</i> 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172		172 171 172 141 154 144
EARLY CHILDHOOD EDUCATION (K-4) <i>National Standards</i> Association for Childhood Education International (ACEI) WV Content Standards (Grades K-4) •Arts •English, Language Arts •Health •Mathematics •Physical Education •Science •Social Studies •Science	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0020 Early Childhood Education <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6)		174 172	165	172 171 172 530 152
EARLY EDUCATION (Pre-K) <i>National Standards</i> National Association for the Education of Young Children* (NAEYC)	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0530 Pre-Kindergarten Education <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6)		174 172	165	172 171 172 590 152

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Standards Required	Required Tests ¹	Required Score			
ELEMENTARY EDUCATION		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<i>National Standards</i> Association for Childhood Education International (ACEI) OR NCATE Elementary Performance Standards K-6 <i>WV Content Standards</i> •Arts •English, Language Arts •Health •Mathematics •Physical Education •Science •Social Studies •WV Studies	PPST ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0011 Elementary Education: Curriculum, Instruction & Assessment <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9)	N/A	174 172 159	172 171 172 155 165 154	172 171 172 148 152 154
ENGLISH ADULT <i>National Standards</i> National Council for Teachers of English* (NCTE) <i>Praxis Test Topics</i> •Literature/Literacy Forms/Devices •Language/ Linguistics •Composition/ Rhetoric <i>WV Content Standards</i> Including WV Authors •Technology •Work Based Learning	PPST ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0041 English Language, Literature & Composition: Content Knowledge <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A	174 172 159	172 171 172 155 165 156	172 171 172 151 152 154 144
ENGLISH (5-9) <i>National Standards</i> National Council for Teachers of English* (NCTE) <i>WV Content Standards</i> Including WV Authors	PPST ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0049 Middle School English <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A N/A	174 172 147 159	172 171 172 165 156	172 171 172 152 154 144

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Standards Required	Required Tests ¹	Required Score			
ENGLISH AS A SECOND LANGUAGE (PRE-K-ADULT)		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<i>National Standards</i> National Board for Professional Teaching Standards	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172	165 159 156	172 171 172 152 154 144
FAMILY AND CONSUMER SCIENCE <i>National Standards</i> National Association of State Administrators of Family and Consumer Science <i>WV Content Standards</i>	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0120 Home Economics Education <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	 N/A	174 172 159	 165 156	172 171 172 530 152 154 144
FRENCH (Test 0173 does not apply to 5-9) <i>National Standards</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> •Communication •Interactive Language Use •Non-interactive Language •Comprehension •Non-interactive Language Production •Cultural Knowledge and Understanding Connections – Linguistic, Interdisciplinary and Global	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0173 French Content Knowledge: (contains listening section) <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172 156	 165 156	172 171 172 131 152 154 144

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Standards Required	Required Tests ¹	Required Score			
GENERAL MATH THROUGH ALGEBRA AND MATHEMATICS (5-9)		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>	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0069 Middle School Mathematics <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172		172 171 172
			148		
				165	152
			159		154
				156	144
GENERAL SCIENCE (5-9)					
<i>National Standards</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> •Nature of Science •Scientific Attitudes/ Habits of Mind •Scientific Processes/ Thinking Skills •Laboratory Investigation/ Hands-on Learning •Science Themes and Subject Matter Science History, Technology and Society	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Tests</i> 0231 Biology: Content Knowledge, Part 1 ⁵ 0481 Physical Science: Content Knowledge ⁵ 0432 General Science: Content Knowledge, Part 2 <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172		172 171 172
			148	140	135
				142	133
				149	142
		N/A		165	152
			159		154
				156	144
GENERAL SCIENCE (5-9)					
<i>National Standards</i> National Science Teachers Association* (NSTA) <i>WV Content Standards</i> •Nature of Science •Scientific Attitudes/ Habits of Mind •Scientific Processes/ Thinking Skills •Laboratory Investigation/ Hands-on Learning •Science Themes and Subject Matter Science History, Technology and Society	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0439 Middle Childhood Science <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172		172 171 172
			151		
		N/A		165	152
			159		154
		N/A		156	144

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Standards Required	Required Tests ¹	Required Score			
(Test No. 0181 does not apply to 5-9.)		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>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> (see objectives for appropriate levels, PreK-Adult, 5-Adult, or 5-9) •Communication •Interactive Language Use •Non-interactive Language Comprehension •Non-interactive Language Production •Cultural Knowledge and Understanding •Connections •Linguistic •Interdisciplinary •Global	<i>Praxis II Content Test</i> 0181 German: Content Knowledge (contains listening section) <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)				132 165 152 159 154 156 144
<i>National Standards</i> American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0550 Health Education		174 172 640		172 171 172 620
<i>WV Content Standards</i> •Skills Development •Injury Prevention •Personal Health and Wellness •Relationships •Tobacco, Alcohol and Other Drugs •Nutrition and Physical Activity	<i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)			165 159 156	152 154 144

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Standards Required	Required Tests ¹	Required Score			
JAPANESE		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>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> (see objectives for appropriate levels, PreK-Adult, 5-Adult, 9-Adult or 5-9) •Communication •Interactive Language Use •Non-interactive Language Comprehension •Non-interactive Language Production •Cultural Knowledge and Understanding •Connections •Linguistic •Interdisciplinary •Global	<i>Praxis II Content Test</i> No Test Required <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		159	165 156	152 154 144
<i>JOURNALISM</i> <i>WV Content Standards</i>	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required <i>Praxis Test</i> ³ 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172 159		172 171 172 154 144
<i>LATIN</i> (Test No. 0600 does not apply to 5-9.) <i>National Standards</i> American Classical League <i>WV Content Standards</i> •Communication •Cultures •Connections	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0600 Latin <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172 159		172 171 172 480 152 154 144

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Standards Required	Required Tests ¹	Required Score			
MARKETING		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<i>National Standards</i> None	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> •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 Techniques •Selling Principles •Product Service Planning •Consumer Characteristics and Behavior	<i>Praxis II Content Test</i> 0560 Marketing Education <i>Praxis Test</i> ³ 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A	159 156		600 154 144
MATHEMATICS					
<i>National Standards</i> National Council of Teachers of Mathematics* (NCTM)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i>	<i>Praxis II Content Test</i> 0061 Mathematics: Content Knowledge (calculator required) <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A		165 159 156	133 152 154 144

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Standards Required	Required Tests ¹	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
MIDDLE CHILDHOOD EDUCATION (MCE) <i>National Standards</i> None <i>Praxis Test Topics</i> •Organizing Content Knowledge for Student Learning •Creating an Environment for Student Learning •Teaching for Student Learning •Teacher Professionalism Keeping and Learning Skills	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis Test</i> ³ 0523 Principles of Learning & Teaching (5-9)		174 172 159		172 171 172 154
MUSIC <i>National Standards</i> Music Education National Conference <i>WV Content Standards</i> <i>Praxis Test Topics</i> •IV Music Learning K-12 •V Professional Practices	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0113 Music Content Knowledge (contains listening section) <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172 159	 155 165 156	172 171 172 143 152 154 144
ORAL COMMUNICATIONS (Test No. 0220 does not apply to 5-9.) <i>National Standards</i> None <i>WV Content Standards</i> <i>Praxis Test Topics</i> •Interpersonal Communication •Small Group Communication •Public Speaking •Media and Their Difference •Play Production •Oral Interpretation •Forensics •Assessment and Evaluation	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0220 Speech Communication <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	 N/A	174 172 159	 165 156	172 171 172 600 152 154 144

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Standards Required	Required Tests ¹	Required Score			
PHYSICAL EDUCATION		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>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> •Safety •Lifetime Wellness •Physical Activity •Social Skill Development •Movement/Rhythmic Development •Motor Skill Development	<i>Praxis II Content Test</i> 0091 Physical Education: Content Knowledge <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)			165	150 152 154 144
PHYSICS					
<i>National Standards</i> National Science Teachers Association* (NSTA)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> • 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	<i>Praxis II Content Test</i> 0265 Physics: Content Knowledge <i>Praxis Test</i> ³ 0523 Principles of Learning & Teaching (5-9) (5-12 programs only) OR 0524 Principles of Learning & Teaching (7-12) NOTE: All programs leading to a Chemistry/Physics endorsement must meet the standards listed within this section as well as those listed in the Chemistry 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 Chemistry section.		159	156	126 154 144
PRESCHOOL EDUCATION (BIRTH-5)					
<i>National Standards</i> National Association for the Education of Young Children* (NAEYC)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required		174 172		172 171 172

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Standards Required	Required Tests ¹	Required Score			
READING SPECIALIST		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>	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0300 Reading Specialist <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172	 165 156	172 171 172 520 152 154 144
RUSSIAN <i>National Standards</i> American Council on the Teaching of Foreign Languages <i>WV Content Standards</i> Levels I-IV • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections • Linguistic • Interdisciplinary • Global	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172 159	 165 156	172 171 172 152 154 144
SCHOOL LIBRARY MEDIA <i>National Standards</i> American Library Association* (ALA) <i>WV Content Standards</i>	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0310 Library Media Specialist <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172 570 159	 165 156	172 171 172 520 152 154 144

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Standards Required	Required Tests ¹	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
SOCIAL STUDIES (6-ADULT)					
<i>National Standards</i> National Council for the Social Studies* (NCSS)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> West Virginia Studies (Eighth Grade)	Praxis II Content Test 0081 Social Studies: Content Knowledge <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A		148 165 159 156	144 152 154 144
SOCIAL STUDIES (5-9)					
<i>National Standards</i> National Council for the Social Studies* (NCSS)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>WV Content Standards</i> West Virginia Studies (Eighth Grade)	Praxis II Content Test 0089 Middle School Social Studies <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A	151	165	152 154
		N/A		156	144
SPANISH					
(Test No. 0191 does not apply to 5-9.)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>National Standards</i> American Council on the Teaching of Foreign Languages	Praxis II Content Test 0191 Spanish: Content Knowledge (contains listening section)				143
<i>WV Content Standards</i> •Communication •Interactive Language Use •Non-interactive Language Comprehension •Non-interactive Language Production •Cultural Knowledge and Understanding •Connections •Linguistic •Interdisciplinary Global	<i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		159	165 156	152 154 144

Standards Required	Required Tests ¹	Required Score			
TECHNOLOGY EDUCATION		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)	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0050 Technology Education <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	 N/A	 174 172 159	 165 156	 172 171 172 152 154 144
<i>National Standards</i> American Alliance for Theatre and Education <i>WV Content Standards</i>	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) (PreK-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		 174 172 159	 165 156	 172 171 172 152 154 144

Standards Required	Required Tests ¹	Required Score			
WELLNESS (Pre-K-Adult): Health and Physical Education Comprehensive		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> •Safety •Lifetime Wellness •Physical Activity •Social Skill Development •Movement/Rhythmic Development •Motor Skill Development Skills Development •Injury Prevention •Personal Health and Wellness •Relationships •Tobacco, Alcohol and Other Drugs •Nutrition	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0550 Health Education and 0091 Physical Education Content Knowledge <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172 640 159	165 156	172 171 172 620 150 152 154 144

STUDENT SUPPORT SPECIALIZATIONS

Standards Required	Required Tests ¹	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
ATHLETIC TRAINER					
<i>National Standards</i> National Association of Athletic Trainers (NATA)	PPST ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required (effective the effective date of this policy)		174 172		172 171 172
SCHOOL COUNSELOR					
<i>National Standards</i> American Association of School Counselors	PPST ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0420 School Guidance and Counseling (contains listening section)		174 172	580	172 171 172
SCHOOL NURSE					
<i>State Standards</i> RN Licensure	PPST ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required		174 172		172 171 172
SCHOOL PSYCHOLOGIST					
<i>National Standards</i> National Association of School Psychologists* (NASP)	PPST ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0400 School Psychologist		174 172 550		172 171 172 540
SOCIAL SERVICES ATTENDANCE					
<i>State Standards</i> School Social Services and Attendance	PPST ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required		174 172		172 171 172

ADMINISTRATIVE SPECIALIZATIONS

Standards Required	Required Tests ¹	Required Score			
SPEECH ASSISTANT		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
<i>State Standards</i> Adopted from ASHA including • Interpersonal Skills • Personal Qualities • Technical-Assistant Skills • Screening • Intervention	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required		174 172		172 171 172
SPEECH LANGUAGE PATHOLOGIST <i>National Standards</i> American Speech Language Hearing Association (ASHA)	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0330 Speech Language Pathology		174 172 600		172 171 172 510
PRINCIPAL SUPERVISOR OF INSTRUCTION AND SUPERINTENDENT <i>National Standards</i> Education Leadership Constituent Council* (ELCC)	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0410 Educational Leadership: Administration and Supervision		174 172	570	172 171 172 520

Standards Required	Required Tests ¹	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
AUTISM <i>National Standards</i> Council for Exceptional Children* (CEC)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>Praxis II Content Tests</i> 0353 Education of Exceptional Students: Core Content Knowledge ⁴	146			
	<i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (K-Adult programs only) OR			165	152
	0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		159		154
				156	144
BEHAVIOR DISORDERS (Excluding Autism) <i>National Standards</i> Council for Exceptional Children* (CEC)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>Praxis II Content Tests</i> 0371 Teaching Students with Behavioral Disorders/ Emotional Disturbances AND			156	
	0351 Special Education Knowledge Based Core Principles ⁴ 0353 Education of Exceptional Students: Core Content Knowledge ⁴	N/A 146		136	
	<i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (K-Adult programs only) OR			165	152
	0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		159		154
				156	144

Standards Required	Required Tests ¹	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
DEAF AND/HARD OF HEARING <i>National Standards</i> Council for Exceptional Children* (CEC)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> No Test Required <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172		172 171 172 152 154 144
GIFTED <i>National Standards</i> Council for Exceptional Children* (CEC)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0357 Gifted (This test will no longer be required as of July 1, 2004.) <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)		174 172 159	165 156	172 171 172 161 152 154 144
MENTALLY IMPAIRED (MILD/MODERATE) <i>National Standards</i> Council for Exceptional Children* (CEC)	<i>PPST</i> ² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Tests</i> 0351 Special Education: Knowledge-Based Core Principles ⁴ 0353 Education of Exceptional Students: Core Content Knowledge ⁴ <i>Praxis Test</i> ³ 0522 Principles of Learning & Teaching (K-6) (K-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9) OR 0524 Principles of Learning & Teaching (7-12)	N/A 146	174 172 159	136 165 156	172 171 172 119 152 154 144

Standards Required	Required Tests ¹	Required Score			
		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
MULTI-CATEGORICAL SPECIAL EDUCATION (IEP, excluding autism, MI AND SLD)					
MULTI-CATEGORICAL SPECIAL EDUCATION (IEP, excluding autism, MI AND SLD)	PPST² 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
<i>National Standards</i> Council for Exceptional Children* (CEC)	<i>Praxis II Content Tests</i> 0371 Teaching Students with Behavioral Disorders/ Emotional Disturbances, and 0381 Teaching Students with Learning Disabilities, and 0351 Special Education Knowledge Based Core Principles ⁴ 0542 Education of Exceptional Students: Mild to Moderate ⁶ , and 0353 Education of Exceptional Students: Core Content Knowledge ⁴	N/A N/A N/A 153 146		156 144 136	136 124 119
	<i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6) (K-Adult programs only) OR 0523 Principles of Learning & Teaching (5-9), OR 0524 Principles of Learning & Teaching (7-12)			165 159 156	152 154 144
PRE-SCHOOL SPECIAL NEEDS					
<i>National Standards</i> Council for Exceptional Children* (CEC)	PPST² 0710 Reading 0720 Writing 0730 Math <i>Praxis II Content Test</i> 0690 Preschool/ Early Childhood <i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6)		174 172 172		172 171 172
				550	510
				165	152

Standards Required	Required Tests ¹	Required Score			
SEVERELY/PROFOUNDLY HANDICAPPED		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	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>Praxis II Content Test</i> No Test Required 0544 Education of Exceptional Students: Severe to Profound Disabilities	N/A Cut Score	to be	deter- min- ed	
	0353 Education of Exceptional Students: Core Content Knowledge ⁴	146			
	<i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6)			165	152
	OR				
	0523 Principles of Learning & Teaching (5-9)		159		154
	OR				
	0524 Principles of Learning & Teaching (7-12)			156	144
	<i>PPST²</i> 0710 Reading 0720 Writing 0730 Math		174 172		172 171 172
	<i>Praxis II Content Tests</i> 0381 Teaching Students with Learning Disabilities and 0351 Knowledge-Based Core Principles ⁴	N/A N/A		144 136	124 119
SPECIFIC LEARNING DISABILITIES <i>National Standards</i> Council for Exceptional Children* (CEC)	0382 Education of Exceptional Students: Learning Disabilities and 0353 Education of Exceptional Students: Core Content Knowledge ⁴	133 146			
	<i>Praxis Test³</i> 0522 Principles of Learning & Teaching (K-6)			165	152
	(K-Adult programs only)				
	OR				
	0523 Principles of Learning & Teaching (5-9)		159		154
	OR				
	0524 Principles of Learning & Teaching (7-12)			156	144

Standards Required	Required Tests ¹	Required Score			
VISUALLY IMPAIRED		July 1, 2003	Sept. 1, 1999	Sept. 1, 1998	Prior to Sept. 1, 1998
National Standards Council for Exceptional Children (CEC)	<i>PPST</i> ²				
	0710 Reading		174		172
	0720 Writing		172		171
	0730 Math				172
	<i>Praxis II Content Test</i>				
	No Test Required	N/A			
	0280 Teaching Students with Visual Impairments	660			
	<i>Praxis Test</i> ³				
	0522 Principles of Learning & Teaching (K-6)			165	152
	OR				
	0523 Principles of Learning & Teaching (5-9)		159		154
	OR				
	0524 Principles of Learning & Teaching (7-12)			156	144

CREDENTIALS REQUIRED FOR NEW INDUSTRIAL AND TECHNICAL EDUCATION TEACHERS

PROGRAM	CREDENTIAL	CREDENTIALING ORGANIZATION
Air Conditioning/Refrigeration Technology	ARI/GAMA Entry Level Residential Heating & Cooling Technician and Refrigerant Recovery & Recycling Certification	Air-Conditioning Refrigeration Institute (ARI) EPA
ARIES Technologies	ARIES Certified Computer Professional, ARIES Certified Computer Technician, A+ Computer Technician	ARIES
Automotive Technology	ASE (8 areas available/min. of 4 required)	NATEF
CISCO Networking Academies	CCNA	CISCO
Collision Repair Technology	ASE (5 areas available/all required)	NATEF
Communications Technology	None	None
Computer System Maintenance Option I	ARIES Certified Computer Professional, ARIES Certified Computer Technician and/or CCNA A+ Computer Technician	ARIES CISCO
Computer System Maintenance Option II	ARIES Certified Computer Professional, ARIES Certified Computer Technician, A+ Computer Technician	ARIES
Computer Systems & Operational Support	ARIES Certified Computer Professional, ARIES Certified Computer Technician, A+ Computer Technician, Windows NT, Windows 95 and/or CCNA	ARIES CISCO

Conventional/Computer Aided Drafting	ADD Certification	American Drafting and Design
Cosmetology	Cosmetologists, Barber and Nail Technician	WV State Board of Barbers & Cosmetologists
Diesel Equipment Technology	ASE (8 areas available/min. of 4 required)	NATEF
Electrical Technology	Master Electrical License	WV Fire Marshals Office
Electronics Technology	None	None
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
Machine Tool Technology	Machine Tool Technician	NIMS
Masonry	None	None
Materials Distribution	None	None
Power Equipment Systems	None	None
Welding Technology	Welders Certification	State of West Virginia Welding Certification Program

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 Renewal ⁸
Career/Technical Occupations ⁹		Written and 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 §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 tests shall be developed or obtained from other sources.

¹⁰The minimum scores for passing the NOCTI test shall be one-half standard deviation below the mean plus the standard error of measurement.

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

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

SUBJECT Policy 5202: Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications
FUND 3938 099 03668 52

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

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

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

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

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

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

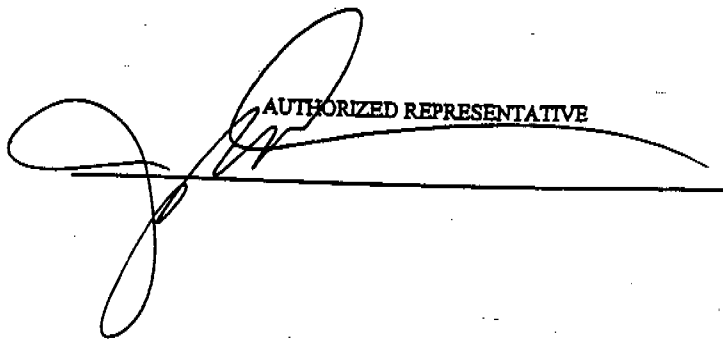
DATE

7-07-04

AGENCY

Education

AUTHORIZED REPRESENTATIVE



Minimum Requirements for the Licensure of Professional/Para-professional Personnel and Advanced Salary Classifications

POLICY 5212

COMMITTEE

July 8, 2003 through August 18, 2004

ACTION
 N = No Response
 NA = Not Accepted
 A = Accepted

TYPE
 - = Negative
 + = Positive
 0 = Neutral

Date Rec'd	Individual/ Organization	Comments	Action/Type	Rationale
8/3/04	Anne Montague	I am responding to the General Section, for Public Comment, in the format you require. I have not been sure who the audience is, so I have given more detail than needed. I also offer some information that may be useful in implementation and evaluation of teachers. Please let me know if there is any way appropriate for me to help you. Attached are my comments without the format. Public Comment on Alternative Teaching Certification Contributed by A Life-Long Learner and Teacher in Business, Writing, Communications, Education, Who Was Educated in the West Virginia Public Schools Alternative certification for highly experienced professionals to become public school teachers should be put in effect in West Virginia as soon as possible. It is a distortion of the spirit of education that certification of all teachers rests on the requirement that they complete some undergraduate education courses, no matter how much relevant experience they have. These rules are necessary for those starting out in education, with little real world experience in teaching, but they block those with real-work experience and high motivation to teach from entering education. d, motivated, experienced persons to teach as full professionals in West Virginia. The spirit of the law is to teach well, respect learning, and show that learning makes a difference in people's lives. To allow the letter of the law to say that these don't make a difference, is to, in effect, negate the mission of education in West Virginia.	N O	

§126-136-1. General

Date Rec'd	Individual/Organization	Common	Action Type	Remarks
8/3/04	Anne Montague (continued)	S126-136-1. General		N
		Respecting learning, motivation to teach, and lives dedicated to applying what one has learned raises standards; it does not lower them. By accepting highly productive, experienced people into teaching, education focuses on the whole child, relevance, life, meaning and respect for accomplishments and dedication. Many people without the prescribed undergraduate courses have dedicated their lives to learning and contributing. Through education, experiences and being pioneers in many fields, they have prepared themselves to teach what they have learned and how it makes a difference in their lives, communities and the greater society. In addition, those who want to teach in the state are often here because they respect the culture, people and future of West Virginia. Denying their contribution is, in effect, un-American. By refusing to let quality, preparedness and individuality improve lives and the total educational mission, a few man-made rules have replaced respect for common sense as well as learning.	O	
		I. Some sample occupations might request alternative certification are: ?College teachers, usually retired, who offer a life time of high-quality teaching. ?Visual artists and musicians. ?Teachers in non-public education, such as private tutors in math, English, science, reading, speech, both in the US and abroad. ?Writers with styles for many audiences, such as a) non-fiction for business, newspapers, grants, b creative such as of children's +stories, poetry, fiction, theater, c) for broadcast media and film. ?Executive Directors of nonprofit organizations, who have seen societal needs and formed whole organizations around "the common good," including educating the public about issues and helping the public to be involved in change for improvement. ?Researchers in learning, particularly those who have gone beyond theory to apply what they have learned.		

Date Rec'd	Institution/Organization	Comments	Action/Type	Rationale
8/3/04	Anne Montague (continued)	?Those who have worked with significant people to make change in America, such as rights for the handicapped, educational reform, environmental efforts. ?Previous public officials who have had notable and successful experiences in public life, with real ability to teach what about systems and theory. ?Professional engineers and scientists who have created new things, from products to processes, that are used in many ways, and who know math and science basics as well as applications. ?Previous military officers and personnel who know subject matter, such as geometry applied to navigation (e.g., the Army is known for best training in the world). ?Trainers, in business, government and other sectors. II. What is added to education by having teachers with real-world learning, teaching and training experiences? A.Improvements for the Child ?Children see that facts and information are relevant, from examples from the larger world. ?Children see that diversity is respected. ?Children see meaning in education with teachers who learned for a lifetime in higher education and work, then come back to public education. ?Children see people with real world experiences who are dedicated to education. ?Children need models of those who actively pursued their education and apply what they learned, to help students to do the same. ?There are many forms of intelligence, and multiple intelligence research shows that approaching learning in multiple ways with multiple talents is far more likely to "reach" children, as evidenced on testing, attendance and other measures. In short, understanding and using various intelligences, increases performance. III. Why is timing important? 1. Currently, teaching standards are being raised while, at the same time, the numbers of very experienced teachers are reducing. Thus, allowing highly qualified and experienced people to teach with certification recruits teachers at this needed time.	N O	

Date Folio	Individual/Organization	Comments	Action Item	Rationale
8/3/04	Anne Montague (continued)	2. Groups are beginning to look at substitute teaching as a labor group to be united for better wages, insurance, grievance procedures, respect and respect. Should this be an issue in West Virginia, substitute teachers may be scarce and more certified teachers will be needed. VI. Why is it crucial to expand the repertoire of skills in the entire teaching pool? First, it is common sense that those who have learned in significant ways, including through advanced degrees and professional development seminars, and then applied what they have learned, will help improve the whole. Second, with steadily improving instructional practice and student learning, those professionals who receive alternative certification can contribute new ideas, after they have taught. Third, collective expertise - many teachers, many experiences - are seen, to expand and improve education, over time. VII. Final Statement Public education excellence is vital for our democracy. We must welcome and encourage those who have spent years building skills that are needed in education and who have genuine desire to contribute to quality in education. Alternative certification removes inappropriate barriers to education excellence. It increases 1) respect and resources for the child, 2) self-respect of those who have worked hard and who try to contribute what they can, 3) public-respect for West Virginia, for acknowledging it best resource - people who learn and accomplish, 4) diversity in the schools, 5) progressiveness and open mindedness of administrators, 6) availability of teachers, 7) respect for multiple intelligences and accomplishments as crucial to success of democracy and human rights. Now, we need a spirit of cooperation in this very diverse state. What better way is there to build cooperation than by showing respect for and allowing help from those who want to teach who have achieved broad experiences in bringing diverse people together. For example, many who want alternative certification have worked in management, communications or education for profit, government, education and nonprofit sectors? Their talents should be tapped, for teaching and for telling about the value of teaching.	N 	

§126-136-1. General

Date Rec'd	Individual/Organization	Comment	Action Type	Rationale
8/3/04	Anne Montague (continued)	Public school innovations in the nation include helping alternatively certified teachers to adapt to the classroom. Also, programs exist where teachers teaching teachers, by sharing what they need and what works for them. For both alternatively certified and established teachers, no matter what stages of their development learning from one another helps the whole process to serve the whole child. Many lessons and well-established rules of total quality management or integrative management systems apply to education, and one of them is to seek talent wherever you can find it, and be clear and consistent in training for best goals. What are our education goals? "Cooperation and pride in sharing vast knowledge in meaningful ways" seems unarguable as we seek to continuously improve. Alternative certification improves education. West Virginia should have the highest commitment to cooperate with, show pride in, learn from and teach those who have shown their commitment to learning and applying what they have learned? Further, the state should never turn away those it has educated who went further and who have a commitment to return and give back in full measure what they received from the state's educational system. In effect, this special group is West Virginia's product, and the state should show, "We value our product." Possible Resources for Evaluators of Alternative Certification: A. Possible Characteristics for Evaluation: These characteristic for mentoring of one teacher to another (from NEA) may help in evaluating non-traditional teachers (i.e. those alternatively certified) through the process of 1) evaluating potential teachers, 2) helping teachers acclimate to the classroom and 3) using them on teams to improve educational systems, when / if appropriate. Attitude and Character Willing to be a role model for other teachers Exhibits strong commitment to the teaching profession Believes mentoring improves instructional practice Willing to advocate on behalf of colleagues Willing to receive training to improve mentoring skills Demonstrates a commitment to lifelong learning	N O	

§126-136-1. General

Date	Institution/ Organization	Comments	Achievement	Rationale
8/3/04	Anne Montague (continued)	Is reflective and able to learn from mistakes Is eager to share information and ideas with colleagues Is resilient, flexible, persistent, and open-minded Exhibits good humor and resourcefulness Enjoys new challenges and solving problems Professional Competence and Experience Is regarded by colleagues as an outstanding teacher Has excellent knowledge of pedagogy and subject matter Has confidence in his/her own instructional skills Demonstrates excellent classroom-management skills Feels comfortable being observed by other teachers Maintains a network of professional contacts Understands the policies and procedures of the school, district, and teachers' association Is a meticulous observer of classroom practice Collaborates well with other teachers and administrators Is willing to learn new teaching strategies from protégés Communication Skills Is able to articulate effective instructional strategies Listens attentively Asks questions that prompt reflection and understanding Offers critiques in positive and productive ways Uses email effectively Is efficient with the use of time Conveys enthusiasm, passion for teaching Is discreet and maintains confidentiality Interpersonal Skills Is able to maintain a trusting professional relationship Knows how to express care for a protégé's emotional and professional needs Is attentive to sensitive political issues Works well with individuals from different cultures Is approachable; easily establishes rapport with others Is patient	N	
O				

S126-136-1. General

Due Revised	Individual/ Organization	Comment	Action/Type	Rationale
8/3/04	Anne Montague (continued)	B. Other States' Efforts to Set Criteria for Eligibility for Alternative Certification. The following web address lists states with programs for alternative certification: http://www.yale.edu/career/students/careers_in/education/public_school.html One Example: Massachusetts New graduates: Current seniors and recent graduates of accredited undergraduate institutions are eligible to apply to MINT if they meet one of the following criteria: ranking in the top ten percent of the candidate's graduating class; minimum of 3.0 grade point average overall in an undergraduate or graduate program from the college or university the candidate attended; ranking in the top tenth percentile overall on a nationally recognized examination designated by the Commissioner including, but not limited to, the GRE, MCAT and LSAT; an outstanding record of community service. Please be prepared to document and verify this record of service on your on-line application and in your 2 letters of recommendation. *Seniors must possess a bachelor's degree from a college or university by June 2004 Mid-Career Professionals Mid-career professionals do not need to meet the academic eligibility outlined above. A mid-career professional is defined as someone who has graduated from an undergraduate program five or more years before applying. All mid-career professionals are eligible to apply to MINT on the basis of their work experience.	N O	
08/18/04	Janet Gould	I found this proposed policy change extremely difficult to follow; no strike-outs for deletions or italics for additions. I had to go back and forth between the old policy and the new, which was very confusing as section numbers are different in each.	NA	This is a repeal and replacement of current Policy 5202. Because of substantive changes to current policy, strikeouts and underlines are not appropriate.

\$126-136-1. General

Date Rec'd	Individual/Organization	Comments	Action Type	Rationale
§126-136-1. General				
8/3/04	Charles L. Kidd	I was at the Central Barbershop this afternoon in Oak Hill to get a haircut. As I was waiting, I read the newspaper. There was a story about the State Board of Education considering shortcuts which would allow certain people with work experience to shortcut the necessary educational requirements to become teachers in shortage areas such as science and math. I strongly disagree with this proposal. I had to take many education classes in order to be certified to teach in the State of West Virginia. I have had to complete many hours of continuing education in order to teach in the State of West Virginia. Because an individual has worked in a given field certainly does not mean that that person has the ability to teach and communicate those ideas to others. Knowledge of subject matter is important; however, there are teaching skills and knowledge of human behavior and teaching techniques that are also important in the field of education. I think that this idea is ridiculous. Please do not make it possible for any single individual to shortcut the process and skip the educational requirements that are necessary in order to qualify an individual to become a teacher in the State of West Virginia. Please respond to this request and share my thoughts with your colleagues.	NA	§126-136-15 describes the requirements for an alternative route to certification. These requirements include: Bachelor's Degree in a critical shortage area; passing score on three Praxis exams; enrollment in a WVBE-approved 18-hour alternative certification program and other general licensure requirements from W. Va. Code.
08/16/04	Norma Miller	Table of Contents On page ii, 126-136-11.3.2. The second "Permit" is redundant. The entry should read, "Conditions for Issuance of the First-Class/Full-Time Permit for Career/Technical Education." On Page iii, 126-136-11.3.2.f. Remove the "(Public Service Training)". This is not the public service training Emergency Services certification. The public service training falls under 11.7.4-7.	A+ A+	§126-136-11.3.2 has been corrected as indicated in the comment. §126-136-11.3.2.f. has been corrected as indicated in the comment.

Date Rec'd	Individual/ Organization	Comment	Action Plan	Rationale
08/16/04	Sandra Rupert	I deal mainly with Service Personnel but does anyone realize how confusing this whole policy is? How does any new Personnel Director figure anything?	NA	Regional workshops will be held following passage of Policy 5202 in order to clarify changes in policy.
08/17/04	Delores Ranson	I found the new policy very difficult to compare to the old policy due to not having the strike through of the old language and the new language underlined. Also, I found it difficult to read in general....and specific information is difficult to locate. It appears some areas are addressed more than one time. To make information easier to locate, I suggest that you highlight the main topics. For example, I randomly selected Page 55. On this page, you could highlight: G. "Initial Authorization for Chief School Business Official/ H. Renewal f the Authorization for the Chief School Business Official; and I. Initial Authorization for Coaching."	NA	WVBE Policy format is dictated by §153-6 (Standard Size and Format for Rules and Procedures for Publication of the State Register or Parts of the State Register). However, once an approved policy is on the WVDE website, individuals may make sections bold as needed.
08/18/04	Constance Breza	As written, the policy as it pertains to speech assistants allows for the creation of two types of speech assistants: the speech assistant who would be closely supervised under the direction of an SLP in the same building, or in close proximity to the Master's level SLP. This type of speech assistant would help the SLP with existing caseload, as such, the supervisor appropriately assumes responsibility for the actions of the speech assistant. This type of situation does not call for advanced training on the part of the speech assistant. Unfortunately, the policy also allows for speech assistants to have their own caseloads-in which case the supervising SLP has to assume the ethical responsibility for the care of their students and those of the speech assistant. As such, an SLP COULD find themselves legally responsible for about 100 students (their caseload and the speech assistants.) This very neatly sidesteps the "50 caseload cap" for SLPs which the DOE supposedly ardently supports. These "independent" speech assistants need mandatory advanced training in order to function adequately, and should be placed on a Master's level training program.	N	"Guidelines for the use of Speech Assistants in WV Public Schools" is a document published and distributed by the WVDE office of Special Education. This document indicates that the speech assistant will be assigned a caseload based on his/her level of expertise, experience and supervisory requirements. This document also indicates that the caseload of the certified SLP working with the speech assistant should be adjusted to provide adequate time for supervision.

§126-136-1. General

Date Rec'd	Initiator(s)/Organization	Comments	Action Type	Remarks
08/18/04	Constance Breza (continued)	Since the supervisory duties are expected to be assumed with no compensation on the part of the Master's level professional, I can see a scenario where SLPs would be reluctant to have a speech assistant assigned to them. I believe that if Master's level SLPs are placed in situations which ethically compromise them, that some of those SLPs will LEAVE the public schools. Unlike teachers, who are stuck in one work setting, SLPs can and do pursue employment in a variety of settings.		
08/18/04	Emily Meadows	1) having lived daily with 5202 for the last 15 years, I have seen many changes to this policy. there always seems to be something no one thought about until a particular provision had to be utilized. Then we became paralyzed by the policy. There are too many sweeping changes to make so quickly. I do not feel we are ready to finalize this policy at this time. We need to extend the comment period. 2) Some of our proposals are contrary to state law. 2 examples: we seem to freely interchange the words "accredited" and "regionally accredited". They are separately used in code and defined in 5202. I have each of them marked (I think). The new provision about granting cert to out of state app's with valid cert does not contain the words, "Notwithstanding any other provisions to the contrary..." in it. for this reason, I do not think we can grant permanent cert to someone from out of state who has perm out of state license. The code outlines how to get a perm WV license. I think we can only grant an initial license and the person jump the statutorily outlined steps for perm license. I will be at the meeting Mon 23rd,	N	At the August 23 rd Advisory Council meeting, a number of these issues were resolved.
08/07/04	Pat Mason	I'm not sure where this belongs, but there should be some provision for a teacher who has an expired certificate and is applying for employment. In some cases, they may well be the most qualified candidate, but they are treated as though they have no education or experience whatever.	A	This interchange of "accredited" and "regionally accredited" was incorrectly inserted in the policy and has been corrected.
				Policy 5202 does allow for recognition of an expired certificate.

§126-136-1. General

Date Revised	Individual/Organization	Comment	Action/Type	Rationale
126-136-2. Summary				
§126-136-3. Purpose				
§126-136-4. Definitions				
08/16/04	Sandra Rupert	Must refer back to code book too often	A	Some language from W. Va. Code sections has been inserted in policy for reader convenience.
08/18/04	Delores Ranson	4.3 Academic Major: Remove "diploma and/or" 4.34 HOUSE: Is the teacher evaluated annually? ...or one time only to meet this requirement, ??? 4.49: Does this definition include alternative certification? Add: Definition of Coach. The definition needs to include "volunteer" coach. Add: Definition of Contract: HOUSE option of using the current evaluation form is <u>excellent!</u> 4.13 – Career/Technical Education BA Plus 15 and on through 4.17 – MA Plus 45 – This only addresses undergraduate hours in the definition. However, there are those individuals who hold bachelor's and even master's degrees when hired who either complete the 21 hour undergraduate program through WVUIT or graduate hours at Marshall University.	NA N A NA NA N A	The Alternative Teaching Certificate has been added to this list. There is no recognition of "volunteer" coach in W. Va. Code §18A-3-2a (4). This section of code also addresses the issue of rate of pay in relation to contract. Policy 5202 was corrected to remove the word "undergraduate" in order to address the issue in this comment.
§126-136-5. Categories of Licenses				
§126-136-6. Legal Basis for Licensure				
§126-136-7. Responsibilities for Licensure				

Date Rec'd	Individual/ Organization	Comments	Action/Type	Rationale
08/16/04	Sandra Rupert	Need to take out "Title I" should apply to all Reading Teachers A-Does reading endorsement apply to those w/7-12 degrees?	N	NCLB language addresses Title I. The reading endorsement reflects those grade levels that appear on the individual's professional teaching certificate.
08/17/04	Delores Ranson	Must a Title I Reading Teacher hold both elementary or multi-subjects and reading certification to be highly qualified? Is the Title I teacher who holds reading specialization certification only (and certification in another area such as music) highly certified to teach in Title I in an elementary school? Is the Reading Endorsement Program available in West Virginia Colleges? Paraprofessional Certification: It appears that individuals will only be CERTIFIED as paraprofessionals if they meet the state requirement of 36 semester hours as identified in 5202. Does this mean that individuals who meet the federal guidelines for paraprofessional will not receive a license (certification)? See 126-136-12 below.		No, a Title I reading teacher does not need to hold both elementary or multi-subjects and reading certification to be highly qualified. Yes, the Title I teacher who holds only reading certification would be highly qualified. No, currently no programs have been implemented. The WVDE will work with the IHEs this year to implement such programs.
08/17/04	Pat Mason	Or Paraprofessional!! - Change the title to reflect content! 8.2.2.b - OK - reading endorsement 8.2.2.d - This section is very confusing - the use of "highly qualified" instead of "qualified" would help. Also, it is very confusing having 2 definitions of paraprofessional - one having it's own certification requirements and the other including a person who is actually an Aide II. Strike the 1 st sentence B. OK, except change "qualified" to highly qualified" "Highly Qualified" Paraprofessional (includes persons classified as Paraprofessional, Aide I, II, III, and IV) otherwise OK, except for d, last sentence - <u>change competency exam for paraprofessionals to aides</u> D. This statement implies there is a separate Paraprofessional exam. Should the statement in 12.1.3h (p.60), "Paraprofessionals who have taken and passed the current state competency exam for aides," be included here?		Yes, issuing paraprofessional certificates based on federal guidelines is in violation of W. Va. Code. Federal language identifies paraprofessional as "qualified" not "high qualified." Necessary for purposes of clarification. "Qualified" rather than "highly qualified" is consistent with federal language. The definition of paraprofessional includes W. aides. Do we want to call it exam for aides/ paraprofessionals? We need to be consistent.

§126-136-8. Highly Qualified Teacher

Date Rec'd	Individual/Organization	Comment	Action Type	Rationale
08/18/04	Sharon Claggett	In addition, if a speech assistant is allowed to have their own caseload, as current WVDOE guidelines allow, then those individuals (under IDEA regulations) need to be enrolled in a program to make "satisfactory progress toward completing applicable coursework necessary to achieve the highest entry level academic degree (Master's degree in Speech-Language Pathology in West Virginia) within three years.", [34CFR 300.136 (g)]. Saying these speech assistants are only hired on a one-year contract and so do not fall under IDEA regulations is merely sidestepping a critical issue. The policy does allow speech assistants to be rehired, and if they are rehired year after year, then they need to follow IDEA. The Guidelines provided by the DOE which allow speech assistants to have their own caseloads also deeply concerns me. No other states permit this in their policies. Since the supervising SLP has the ethical responsibility for the assistant's caseload, I feel that Policy 5202 should be amended to reflect Federal IDEA Guidelines: 1. IDEA provides that a state may allow paraprofessional and assistants to be used to assist in the provision of special education and related services. It is not the intent of IDEA that such personnel be service providers with their own caseload, therefore it is recommended that speech assistants be hired to ASSIST the supervising speech-language pathologist with the provision of services to his or her caseload as defined in the speech assistants scope of responsibilities. Wording needs to be included that states, "A speech assistant can only be hired to assist a SLP in management of their existing caseload."	N	See response to C. Breza comment regarding caseloads.
			N	The WV Speech Assistant model is parallel to the ASHA model and has been developed by WVDE Office of Special Education officials in consultation with federal IDEA officials.
			N	See response to C. Breza regarding caseloads.
			N	A speech assistant is not a paraprofessional. See §126-136-9 and §126-136-12 for the definition of paraprofessional.

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

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
08/18/04	Sharon Claggett	The supervising SLP veers the entire ethical responsibility for the speech assistants performance. Based on that I believe that the following changes should be made to the guidelines: "It is recommended that supervisory requirements be mutually agreed upon by the supervising speech-language pathologist and the special education administrator. The supervising speech-language pathologist should be given broad latitude in developing the supervisory requirements and significant adjustments to his or her own caseload in order to provide the dedicated work time required for supervision." In my time working in West Virginia Schools there was a time when counties wanted to put personnel with regular education degrees from their substitute lists in the job of an SLP after they were given "a therapy kit." I hope that the WVDOE and ultimately the parents of children receiving services will make sure that a speech assistant is not that kind of "substitute" for a Master's certified speech-language pathologist. I urge you to consider adopting the above changes to insure quality of service in the schools of West Virginia.	N	Similar language regarding collaboration between the SLP and the county special education director can be found in "Guidelines for the Use of Speech Assistants in WV Public Schools."

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

Date Received	Individual/ Organization	Comments	Action/Type	Rationale
08/16/04	Jennifer R. Queen, MA, CCC-SLP Wayne Elementary, Wayne County	As a speech-language pathologist working in the public schools of West Virginia, I am very concerned about using speech assistants appropriately. I feel that a speech assistant should never be hired to replace an SLP, which the current wording implies. The wording: (18.13) "No speech assistant may be hired in place of a fully certified speech-language pathologist <i>unless none has applied for the job</i>," needs to be changed to read "No speech assistant may be hired in place of a fully certified speech-language pathologist." I am also concerned that the current wording allows speech assistants to easily be rehired, without a good faith effort on the part of the superintendent to try to hire/recruit a fully certified Master's level SLP. I suggest the following wording changes for Section 9.23 B. Renewal of authorization for speech assistant 3c. Recommendation of superintendent- receive the recommendation of the county superintendent in the county in which the applicant is employed verifying that the position was posted and that a good faith effort to recruit and hire appropriately and adequately trained personnel (Master's level Speech-Language Pathologist) was undertaken, documented and submitted to the Department of Education by the Superintendent indicating that no fully certified speech-language pathologist applied for the position.² In addition, if a speech assistant is allowed to have their own caseload, (as current WVDOE guidelines allow, then those individuals (under IDEA regulations) need to be enrolled in a program to make "satisfactory progress toward completing applicable coursework necessary to achieve the highest entry level academic degree (Master's degree in Speech-Language Pathology in West Virginia) <i>within three years</i>.", [34CFR 300.136 (g)]. Saying these speech assistants are only hired on a one-year contract and so do not fall under IDEA regulations is merely sidestepping a critical issue. The policy does allow speech assistants to be rehired, and if they are rehired year after year, then they need to follow IDEA.	N N	See response to S. Claggett. See response to S. Claggett.

Date Received	Initiating Organization	Complaint	Action/Type	Rationale
§126-136-10. Licenses for Professional Educators				
08/16/04	Jennifer R. Queen, MA, CCC-SLP Wayne Elementary, Wayne County	I am also deeply concerned about the Guidelines provided by the DOE which allow speech assistants to have their own caseloads. No other states permit this in their policies. Since the supervising SLP has the ethical responsibility for the assistant's caseload, I feel that Policy 5202 should be amended reflect Federal IDEA Guidelines: 1. IDEA provides that a state may allow paraprofessionals and assistants to be used to "assist in the provision of special education and related services." It is not the intent of IDEA that such personnel be service providers with their own caseload, therefore it is recommended that speech assistants be hired to <u>ASSIST</u> the supervising speech-language pathologist with the provision of services to his or her caseload as defined in the speech assistants scope of responsibilities. Wording needs to be included that states, "A speech assistant can only be hired to assist a SLP in management of their existing caseload." The supervising SLP bears the entire ethical responsibility for the speech assistants' performance. As such, I believe that following changes should be made to the guidelines: "It is recommended that supervisory requirements be mutually agreed upon by the supervising speech-language pathologist and the special education administrator. The supervising speech-language pathologist should be given broad latitude in developing the supervisory requirements and significant adjustments to his or her own caseload in order to provide the dedicated work time required for supervision." I urge you to consider adopting the above changes to insure quality of service in the schools of West Virginia.	N	See response to C. Breza and S. Clagett.
			N	See response to S. Clagett.
			N	See response to S. Clagett about collaboration between the SLP and the county special education director.
08/16/04	Sandra Rupert	10.1.1 A - "Regionally" in there again 10.1.1 A - 126-136-4.52 should be 126-136-4.4 10.1.2 F - b. 2) "satisfied" should perhaps be "has" a passing score 3) <u>holds</u> a valid 10.2.2 B - "Regionally" again 10.3.1 A - Whole section repeated in 11.1.5 10.5.4d - Why date of June 18, 2003 - appears written for specific person	A A N	Correction has been made. Correction has been made.
			A	Correction has been made.
			N	Correction has been made.
			N	June 18, 2003 is the effective date of current Policy 5202 and the date §126-136-10.5.4.d first became effective.
			N	See comment above.
08/17/04	Delores Ranson	Under 10.5.2 D. Is the date June 18, 2003 correct?	N	

Date Rec'd	Individual/Organization	Comments	Advisory Type	Rationale
§126-136-11. Permits Issued to Professional Educators				
08/18/04	Norma Miller	Under 11.3.1.a the reference in the 5th line to 126-136-9; 2 is incorrect. Under 11.3.1.c. the reference in the 4th line to 126-136-11.3.1 is incorrect. Please remove 11.3.1.C. Industry Recognized Credentials. The concern is that many qualified applicants for technical and industrial permits may not hold the required industry recognized credential and requiring this as a common condition for issuance of the initial permit may create an unnecessary barrier. This could be more appropriately addressed under the content specific conditions for issuance. 11.3.1.D. then becomes 11.3.1.C. and 11.3.1.E. then becomes 11.3.1.D. On page 37, under 11.3.2.a.E.(c). add "OR (d) obtain the required certifications prior to the first renewal of the permit." Under 11.6.6.c. delete the words "one of" in the second line. Applicants must satisfy all the following common conditions. Under 11.6.6.d.A.(a) change the first sentence to read "Wage-Earning Experience – Complete four years (8,000 clock hours) of satisfactory..." This was changed from six years to four years in prior revisions. The change was made to (c) and (d) at the time. Evidently it was just missed in (a). Under 11.7.1.a. the reference to 126-136-9;2 in the fourth line is incorrect. Under 11.7.3. add Business/Marketing in the third line. Under 11.7.3.c. delete the word "Substitute" in the first line and correct the reference to 126-136-11.3.1.c.A-E in the second line.	NA A+ A+ A+ NA A A NA NA A N	Statement is correct as it appears in Policy 5202 on comment. Policy on comment has been corrected as indicated. This language has been deleted. This correction has been made. This recommendation would conflict with other policy requirements. This correction has been made. This correction has been made. This statement is correct in the policy on comment. There is a separate section for Business/Marketing. See §126-136-11.6.6.d. See previous comment on page 19.
08/16/04	Sandra Rupert	11.3.3 C – June 18, 2003, used again. Why?		

Date Received	Individual/Organization	Comment	Action Type	Rationale
§126-136-11. Permits Issued to Professional Educators				
08/17/04	Delores Ranson	Issuance of Short Term and Long Term Permits: Most likely an error occurred when 5202 was being revised and language was being "copied" and moved around in the revised policy. Under 11.6.3 A Verification of Training, the language is repeated from 11.6.3.a. General Criteria. Information that is found in 11.6.1A concerning Training that should be in 11.6.3A has been left out. Also the policy needs to be clear to permit individuals who hold a valid teaching license, to also be able to get a long term permit in any specialization in which they have 12 college hours. This keeps them on the same playing field (and eligible to work more than 30 days in a specified area) with those who do not have a teaching degree, but have a bachelor's degree and the required 18 hours of training. This is VERY important.	A ⁺	Corrections have been made.
§126-136-12. Paraprofessional				
08/17/04	Delores Ranson	Paraprofessional Certification: It appears that individuals will only be CERTIFIED as paraprofessionals if they meet the state requirements of 36 semester hours as identified in 5202. Will individuals who meet the federal guidelines for paraprofessional also hold certifications (license): 48 college hours, associate degree or bachelor degree? Same questions listed above. We currently have individuals who hold a paraprofessional license based upon the NCLB criteria. These individuals are classified as Paraprofessional and receive pay at the Paraprofessional pay grade level. If license are no longer granted, does it mean these were issued in error? Do they continue to hold their paraprofessional classification? If grandfathered in, could that be in the policy?	NA	W. Va. Code §18A-3-2a(3) defines the requirements for state certification as a paraprofessional as thirty-six semester hours of post-secondary education or its equivalent in subjects directly related to the performance of the job. Persons issued state paraprofessional certification under the provisions in current Policy 5202 will continue to hold the same credentials, pay grade, etc. New language will become effective with those paraprofessionals licensed after the effective date of these revisions in Policy 5202 (most likely October 2004).
8/17/04	Pat Mason	12.1.1 should "Permanent" be added to Paraprofessional? - Shouldn't i be B with a-h being A? Is the Teaching Certificate in-lieu-of the 36 hours of just the Assessment? - In i why only expired? Why couldn't it be active or expired? - I believe the Paraprofessional Certificate should be based on or given an option of the completion of 48 hours of AA Degree in-lieu-of the 36-hour program.	NA	

Date Rec'd	Individual/ Organization	Comments	Additional Info	Rationale
§126-136-13. Grade Level Expansion				
§126-136-14. Waivers and Extensions				
§126-136-15. Alternative Routes to Certification				
8/3/04	Christina Bright	I recently learned of the possibility for alternative teaching certification for West Virginia schools. While safeguards will have to be taken to ensure that those wishing to receive alternative certification are cut-out for the classroom and knowledgeable in their chosen areas of interest, I believe accepting this proposal will be a positive for the state of education and for the students. As a product of Ripley High School, I was privileged to learn from many wonderful teachers. These educators set a high standard of education for me and prepared me for the college years. I know how blessed I was to have such wonderful teachers. Now as a college professor of English, I see many incoming Freshmen who can't find the subject of a sentence, write a well-developed paragraph, or articulate the main idea of a reading passage. I know that, for many students, a lack of effort on their parts while in high school has led to their inept skills; however, I know that some teachers either choose a career in education for the three months vacation or have become jaded and tired. These teachers are often ineffective and are not doing our students any favors. The West Virginia public education system generally has not ranked among the best in America; in fact, in September 2001, we ranked in the bottom 7 according to csmonitor.com. After reading in an essay by C. Emily Feistritzer regarding alternative teaching certification that 41 states and the District of Columbia had such programs by 1997, I wonder if our lack of such a program could be a reason why. The qualified and intelligent people who would receive certification might bring a different perspective into the classroom that might just help stimulate students' creativity and inspire them to learn. That is what education is all about.	N	No rationale required.

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
8/3/04	Christina Bright	I'm sure it sounds like I am critical of our public school teachers. Actually, I have the highest respect for good teachers, but I believe the high standards that were set for me just 10 years ago have been lowered. Many students lack the critical thinking skills necessary to succeed in college and the real world. If alternative certification of people who know what needs to be taught and are able to elucidate their ideas can raise the bar for student performance, then I am all for it. I'm sure it sounds like I am critical of our public school teachers. Actually, I have the highest respect for good teachers, but I believe the high standards that were set for me just 10 years ago have been lowered. Many students lack the critical thinking skills necessary to succeed in college and the real world. If alternative certification of people who know what needs to be taught and are able to elucidate their ideas can raise the bar for student performance, then I am all for it. Perhaps those wishing to obtain alternative certification could attend a few seminars regarding education practices and policies to ensure that they understand the technical aspects of teaching in public school. Certainly I would expect one to be tested for his/her competency in the given subject. Recommendations could be obtained for each candidate for certification. These are just a few ways to ensure the best are placed in our classrooms. I have often thought about following in the footsteps of my senior English teacher, but because I chose to focus my studies on English and literature, I am not certified to do so. I would like to return to my alma mater and teach senior English and theatre without having to return to college to obtain an education degree. A bar needs to be raised by people who know their subjects and can communicate ideas. Alternative certification can do just that! Thank you for considering my thoughts.	N	No rationale required. See response on page 8 of the comment log. Also refer to §126-136-15 in Policy 5202.

§126-136-15. Alternative Routes to Certification

Date Rec'd	Submitting Organization	Comment	Action Type	Remarks
§126-136-15. Alternative Routes to Certification				
8/5/04	Anne H. Nardi	In reviewing the revisions to 5100 and 5202, I've noted the following points that I'd like to add as comments. In Policy 5202, the description for alternative certification programs does not indicate that such programs will need to go through the review process with the Program Review Board. I believe that should be specified in 5202 as well as in 5100 (where it is stated in the draft). In Policy 5202, I note that the revisions refer to "Behavior Disorders" without qualification. I believe there is a need to state "Behavior Disorders, excluding Autism" where appropriate.	N-	See W. Va. Code §18A-3-1a(3) that requires all program approval to use a similar process.
8/16/04	Sandra Rupert	There needs to be clarification about salary in this section. Or a directive sent to county payroll department.	A	This correction has been made.
08/17/04	Pat Mason	Excellent!!!! This type of option is <u>essential</u> to providing the best teachers for our students in the future. The prospective teachers involved generally have more content training than that regular teacher education programs provide. We have more areas in secondary education than ever before that we do not have certified applicants, e.g., Physics, Foreign Languages, etc. Alternative education programs allow us the opportunity to hire people with highly qualified content background who do not currently hold teacher certification.	N	Regional workshops will be conducted with county personnel following approval of new language.
				No response required.

Date Rec'd	Individual/Organization	Comments	Action/Type	Rationale
§126-136-16. Out-of-State Applicants				
8/16/04	Beth Modrzakowski	My name is Beth Modrzakowski and I am new to the teaching system of West Virginia, but not to the teaching profession. I have taught one full year as a permnant sub and will be teaching on a permit this coming year. I moved here from Ohio with a K-8 certification and an endorsement in Reading. For the 14 years that I was employed in Ohio I was considered a Title One Kindergarten teacher. Moving here, I was told that my reading endorsement would not be recognized without a Master's Degree...even though I had 14 years experience with the Title One Program. I would like to express my support for the Policy 5202 in saying that I feel my out of state endorsement should be recognized and placed on my WV certification considering my years of experience in both the classroom and in the academic environment (through college courses, professional development, etc.) Recognizing these accomplishment through the state board, would open up reading positions to qualified teachers; therefore, benefitting the children of West Virginia.	N	No rationale required.
8/17/04	Pat Mason	- OK - we would like to see the out-of-state Eligibility Certificates issue addressed.	N	This issue will be brought to the attention of the WV Legislature.
§126-136-17. Non-United States Citizen				
§126-136-18. Appropriate Assignments According to License				
8/17/04	Pat Mason	126-136-18 Appropriate Assignments According to License - 18.13 OK	N	No rationale required.

Date Received	Individual/ Organization	Comments	Action Type	Rationale
8/3/04	Sondra J. Pingley	Ms. Tinder I am writing to you in response to the public comment period open on Policy 5202. Currently, I am a teacher of the gifted in Randolph County and would like to voice my approval for this policy, specifically section 19.1.2. My degrees are as follows: undergraduate degree - Multi-Subjects K-8 (Davis & Elkins College), gifted specialization (West Virginia University), and my Masters is in Curriculum and Instruction (Salem Teikyo University). I am proud to say that I am a public educator and have been since 1995. (Second Career) I truly love my work and I am a true believer that learning is lifelong. Having said that, I am sure that you can understand how upsetting it is to me, to have my degree invalidated. I am no longer qualified to teach 6th through 8th grade within my county without content specialization within the field. I understand the purpose of this policy and the need for specialization, but what makes it more difficult for me is that I successfully taught 6th grade English for one year. I use the word successfully because test scores were up, children were happy and learning, and parents were actively involved and pleased with the education their children were receiving. The only reason that I left this position was due to a reduction in force. I also am very understanding to the need to stay within the budget, but now, I no longer have even the opportunity to reapply unless I go back and get yet another certification (thousand of dollars). My county experienced a shortage of teachers of the gifted, so I agreed to go back to school and earn my gifted specialization, which I have completed. I have been teaching gifted children for the past 5 years and really love what I do, but I can't imagine having more of my educational degrees stripped away. Therefore, that is why I am in favor and wish to voice a public comment regarding this policy. Because as I understand it, my gifted certification would not shrink, but be extended. I realize that this email is rather long, but I wanted to make sure that you understand where I am coming from and why.	N	No rationale required.
08/18/04	Mary Glass	I am pleased to see that gifted certification may be extended to cover all grade levels. This will be very helpful to those counties with low enrollments.	N	No rationale required.

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
03/18/04	Janet Gould	I am extremely pleased to note the expansion of the gifted certification to include all grade levels (PreK - adult). Interestingly enough Policy 2419 only designates gifted services for students in grades 1-8. This means that any students identified and served prior to first grade will not be funded by the state. This encourages counties to ignore potentially gifted students in grades Pre-K and K, which seems in direct conflict with this section of your policy. I talked with Dr. Huffman last spring about a problem we had in our county regarding a newly hired teacher from Florida. This teacher was hired to teach gifted. She had taught gifted in FL but was not certified. When she contacted WVU about registering for gifted certification classes she was told that she couldn't because her bachelor's degree was in Special Education LD. According to Dr. Huffman, in WV a gifted certification can only be added to either an elementary or secondary education degree. I read this policy carefully to see if this was specified. I could find it nowhere. I want to make sure that that requirement changes. We lost an extremely competent teacher of gifted simply because her education degree was in Special Education rather than general education. This is doubly ironic as gifted in WV is under special education. I strongly believe that any teaching degree should be acceptable for adding a gifted certification. 19.1.2: WV Code 18-20-1 restricts gifted education services to eligible students in grades 1-8, and to eligible exceptional gifted students in grades 9-12. WV's eligibility criteria for giftedness focus on intellectual and academic abilities. Consequently, we do not identify students prior to first grade as gifted. In addition, according to WV code, public education's responsibility to provide gifted education services ends with the student's graduation. Proposed revision: Retain language related to gifted certification as grade 1-12.	N A A	No rationale required. Policy 5202 has been revised to allow Gifted Education to be endorsed in grade 1-12 in response to county concerns and in accordance with W. Va. Code §18-20-1. See comment above.

Date Recd	Individual/Organization	Comment	Approval type	Rationale
08/18/04	James Goff	Glad to see gifted ed. teachers getting pre-k to Adult certification. This will bring gifted education teachers more in line with other special education licenses.	N	See previous comments.
08/18/04	Carol A. Egnatoff, JD, RN [parent]	Please accept my comments in support of proposed revisions to Policy 5202 of the WV Department of Education. I support the amendment to expand recognition of certification in gifted education to K-12 or K-Adult. I believe this recognizes that gifted children are often many "ages" at once: intellectual, physical, and emotional, among others. I also believe this will allow administrators the greatest flexibility in utilizing their highly qualified staff members. It will permit school systems to configure their programs based on age level, or to provide for continuity between elementary and middle school, for example. I also support a provision that allows individuals currently qualified as teachers, including individuals whose initial qualification was based upon a degree in their specialty area, to qualify as teachers of gifted upon completion of appropriate training and credentialing. I believe that individuals who have taught in special education, for example, should be able to enter programs leading to certification in gifted education. Thank you for the opportunity to comment.	A	See previous comments.

§126-136-19. Special Education

Date Revised	Initiator(s)/Organization	Comment	Action/Type	Rationale
08/18/04	Mary Nunn	126-136-19 Special Education WV Code 18-20-1 restricts gifted education services to eligible student in grades 1-8, and to eligible exceptional gifted students grades 9-12. WV's eligibility criteria for giftedness focus on intellectual and academic abilities, and consequently do not identify students prior to the first grade as gifted. In addition, according to WV Code, public education's responsibility to provide gifted education services ends with the student's graduation. PROPOSED REVISION: Replace PK-Adult with 1-12 Appendix A Programmatic Levels and Specializations Recognized on the Professional License Retain grade level options for special education specializations for gifted as grades 1-12. Same comment as 126-36-19.	A ⁺	Replacing PreK-Adult with 1-12 will assume consistency with W. Va. Code.
			A	See previous comments.
			A	See previous comments.

Date Received		Initial Approval/ Organization	Comments	Action/Response	Rationale
§126-136-20. Athletic and Limited Football Trainer					
08/16/04	Sandra Rupert		Needs reexamined. Emergency Sports Medicine should be sufficient. Contracted services often better than those provided by county personnel. 20.4 If have completed Athletic Trainer Program at college or university, that should be sufficient and NATABOC not be necessary.	N/A	According to W. Va. Code §18A-3-2a(4) these will not be covered by liability unless state-certified. See corrections in Appendix.
08/17/04	Pat Mason		20.3 last sentence – may be renewed – add “annually” 20.5.1 strike “with a renewal date of May 1 or earlier” or add “if possible” – A “no-options” statement like this is simply not practical and cannot meet every circumstance that will arise in all 55 counties, including resignations, etc.	A+ A+ NA	Language added to reflect that the permit may be renewed annually. This language must remain in Policy 5202 in order to be consistent with Policy 5112. If counties must advertise more than once, this is a minimum window of time. Resignation would be an exception and the position would be posted immediately.
§126-136-21. Additional Endorsement(s) for Existing License					
08/16/04	Sandra Rupert		21.1 – Already on page 17 – 9.9.2 in Policy	NA	
§126-136-22. Salary Classifications for Educators					
§126-136-23. Reimbursements, Retention, Recruitment					
8/3/04	Carol Sutphin		I am writing to protest the proposed revision of Policy 5202 pertaining to reimbursement for National Board Certification. This is a tremendous undertaking both financially and professionally. NBCT certification benefits not only the educator, but the local school district and the state. Without financial support, fewer educators will be willing to attempt this stringent program. I urge you to reconsider the compensation for this program.	N	This change in Policy 5202 is necessary to comply with W. Va. Code. W. Va. Code §18A-4-2a(d) requires that a teacher “complete the national board for professional teaching standards certification.” This Code language has been interpreted to mean the NBPTS certification must be obtained prior to reimbursement of the second portion of NBPTS fees.

Date Received	Individual/Organization	Comment	Audit Type	Rationale
8/3/04	Cheryl Reger	I am writing with regards to the proposed changes to policy 5202. I am currently working with a cohort of teachers who have entered the process under the current policy that promises reimbursement of the \$2300 fee when they complete the process. First of all, I believe completion of the process alone merits the reimbursed expense simply because of the value of the professional development. But more importantly, I do not see how you can change the policy when these people already made the commitment with the promise of reimbursement. It is unprofessional and dishonest. Please recall that I personally am facing a similar mistreatment because I was promised (in writing) reimbursement for the purchase of equipment, and then the "policy" (which wasn't even in writing) was changed and my expenses were denied. If the Department of Education desires to have more qualified teachers, why are we being treated so unfairly?	N	See comment above.
8/3/04	Susan Williams	Thank you for the e-mail notification. I agree that the change in policy should, at the very least, be delayed for a year so as to give NBCT candidates time to be aware of the new ruling. If WV does not support NB certification in every way possible than they will send a message of discouragement to anyone considering going through the process. The entire process is rigorous enough without all the financial hardship on already underpaid teachers. Working on National Board certification taught me more about teaching than any class or any workshop I ever attended in my 28 years of teaching. WV needs to support and promote the program at the top of their lungs, and with their pocketbook. It was four years ago that I traveled down the National Board road and it's influence is still heavily influencing my teaching today.	N	No comment required.

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

Date Rec'd	Individual/ Organization	Comments	Action/ Date	Remarks
		§126-136-23. Reimbursements, Retention, Recruitment		
8/3/04	Tonya Ferguson	It is my opinion that full reimbursement should be granted to teachers that COMPLETED the National Board Certification process, not only to those that certify. During every training session that I have attended over the past several years, NBPTS Certification has been employed, and we have been told how important this process is in WV. I now say that teachers must be certified in order to receive reimbursement will only serve to discourage teachers from attempting the process. I recently registered to begin the process of achieving NBPTS Certification, with the assumption that I would be fully reimbursed for COMPLETING the process, NOT FOR CERTIFYING. Every teacher that I have spoken to that has completed the process has stated what a positive impact the process itself has had on their teaching, not just certifying. If it is the state's intention to encourage teachers to attempt to achieve NBPTS Certification, then full reimbursement should be given once the process has been COMPLETED.		

Date Rec'd.	Individual/Organization	Comment	Action/Type	Rationale
8/5/04	Kellan L. Sarles	I would like to comment on Policy 5202 section 126-136-23.3.4. As a 2004-2005 candidate for National Certification, I strongly oppose the change that will impact state reimbursement. The policy should be amended to read, "Program completion will be considered fulfilled with the submission of all 10 scorable entries, as verified by the NBPTS." The successful submission of 4 portfolio sections and 6 assessment entries is a grueling, time-intensive task-one worth compensating teachers for undertaking and completing. Although more than 50% certify within the first year, those who "bank" their successful portions and complete them later as well as the few who may never certify improve their professional skills immeasurably and should be reimbursed. Additionally, the present reimbursement policy actually encourages teachers to enter the certification process. We want that benefit to continue so more and more West Virginia teachers will seek and gain certification. Please relay these comments to policy-makers.	N	See previous comment.
8/5/04	Frances L. Tolley	The change in policy for the reimbursement of fees for National Board Certification will decrease the number of teachers willing to undergo this arduous certification process. Regrettably, cost still remains a significant factor for most of my colleagues in West Virginia and other states. Teachers greatly increase their skills in the classroom as they go through the certification process.	N	See previous comment.

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

Date Rec'd	Individual/ Organization	Comments	Action/Type	Remarks
§126-136-23. Reimbursements, Retention, Recruitment				
8/5/04	Frances L. Tolley (continued)	To further decrease the number of teachers willing to risk their time and money is to waste a valuable resource. Please reconsider this policy change! Retaining the need for a candidate to submit a portfolio that may be scored and complete the examination as determined by National Board (still quite stringent) will in almost every case assure that the students in the teacher's school are reaping the benefits of your well spent monies.	N	See previous comment.
8/12/04	Susan P. Stone, NBCT Mineral County	As a mentor for National Board candidates I find it disheartening that WV is proposing the requirement of certification before reimbursing candidates. National board certification is a lengthy process that certainly improves the way one teaches and reflects on the impact of student learning. The national percentage of candidates who certify on the first attempt is 40%. The lack of reimbursement for the fee is a deterrent to continuing the process. Additionally, I personally have worked with colleagues who have qualified for reduced lunch for their children. I believe that anyone who attempts the national board process is a sincere and caring teacher who should be encouraged and supported by the state board. Please reconsider the ramifications if this support is modified and the effect it will have on candidates who are in the process of working diligently to attain national board certification. WV has always been a leader and innovator and this change in the interpretation of policy 5202 seems to be a step backwards. Thank you for your consideration.	N	See previous comment.
08/16/04	Sandra Rupert	Can money be divided equally between Fall, Spring and Summer coursework. It seems \$ runs out during Spring semester.		
08/17/04	Pat Mason	OK		

Date Rec'd	Individual/Organization	Comments	Action Item	Rationale
\$126-136-23. Reimbursements, Retention, Recruitment				
08/17/04	Delores Ranson	I'm not sure how the three annual processing dates will work; however, I believe there should be a process in place to ensure that the reimbursement funds are distributed equitably to individuals. Individuals who perhaps takes a fall class, a spring class, and/or a summer class should not get tuition reimbursement for all classes, while other get nothing because the funds are gone for that period of time when their application arrives at the WVDE. The efficiency of the college (release of transcripts, etc.) and the County Boards of Education certification office (some counties have individuals who are assigned many other tasks other than certification) can determine whose application is received first at the State Certification Department. Our employees appear to have a lot of trouble with one University in particular in getting transcripts in a timely manner. If a person is denied at one processing date, can he/she resubmit for the second processing date? Better yet, will that application be held and considered at the next within that fiscal year? We have our teachers doing much paper work now. Also, the old policy gives a cut off date of July 15 for making application for tuition reimbursement. I understand that cut off date for summer is now June 15, but it's not in the policy.	N	Following WVDE and WV State Auditor accounting and fiscal guidelines, applications for fee reimbursements must be submitted within the fiscal year in which the coursework was completed.
08/18/04	Anita Maxwell	Is there a cut off date for the other two processing dates? In Section 126-136.23.3.4 relating to the Reimbursement Schedule for National Board Certification, it states. "Beginning July 1, 2005, program completion will be considered achieved at the time that board certification is granted." 2004-2005 NBC candidates will have completed and submitted all requirements by the end of June 2005, but will not be notified by NBPTS at the earliest until the end of November or December 2005.	A	New language has been added to Policy 5202 §126-136-23.1.3 to include this date.
			N	NBPTS guidelines require completion of the certification program within a three-year period. No other cut-off dates have been identified.

Date Rec'd	Initiated/Organization	Comments	Action/Type	Rationale
§126-136-23. Reimbursements, Retention, Recruitment				
08/18/04	Anita Maxwell (continued)	This means 2004-2005 candidates will be unfairly penalized if they do not achieve National Board Certification due to notification dates currently set by the NBPTS and the July 1, 2005 proposed reimbursement rule change. Candidates will have started and completed the process within the guidelines for reimbursement currently in place, but may not receive reimbursement for the second half of their fees because their "notification" date falls under the new proposed rule changes. Because this policy was not placed on comment until after school was out, many educators may not have been aware of the pending changes. In fairness to the 2004-2005 candidates and other potential candidates, more time must be spent making all teachers aware of the proposed changes. If this change must be made, which may hinder future candidates from attaining the financial assistance as is currently available) the date should read July 1, 2006.	N	W. Va. Code §18A-4-2a(d) requires completion of certification prior to reimbursement of the second half of the funds.
08/18/04	Carolyn Lewis	I would like to comment on the policy pertaining to National Board Certification. I believe the wording should continue to be completion not achievement of certification. This is a very strenuous undertaking both financially and mentally. A person should be rewarded for the process as well as the completion. Even if the certification is not achieved the person taking it will be a better teacher for doing it. Teachers will not be motivated to do the program if the change is made and that would be a sad commentary on the improvement of the profession.	N	See previous response.
§126-136-24. Severability				
Appendix A Programmatic Levels and Specializations Recognized on the Professional License				
08/18/04	Mary Nunn	Retain Grade Level options for special education specializations for gifted as grades 1-12. Rationale provided with comment related to §126-136-19.	A	See previous response to §126-136-19.
Appendix B Approved Standards for Program Development and Required Tests for Completion of West Virginia Approved Programs Leading to West Virginia License				
Appendix C Endorsements Eligible for the Permanent Authorization of Grade Levels				

ACTION
 N = No Response
 NA = Not Accepted
 A = Accepted

TYPE
 - = Negative
 + = Positive
 0 = Neutral

Effective Date	Individual/Organization	Comment	Action	Type
§126-136-4. Definitions				
09/13/04	Barbara Brazeau	4.3. Academic Major – Diplomas usually don't verify the number of hours in a single content area; consequently, I would strike "identified on the diploma and/or"	N	
		4.7 minimum GPA-grade point average, hereinafter GPA	N	
§126-136-6. Legal Basis for Licensure				
09/13/04	Barbara Brazeau	6.2.2 lower case i for intemperance	N	
§126-136-7. Responsibilities for Licensure				
09/13/04	Barbara Brazeau	7.1.2c Recommend for Licensure – I would remove the phrase "or not recommend" and insert language that supports the provisions in 18A-3-3, not 18A-3-2a. If accepted, your code citation needs to be changed also.	N	
§126-136-8. Highly Qualified Teacher				
09/13/04	Barbara Brazeau	8.2.2.b.A – Why is the reading endorsement limited to the grade configurations listed? Why wouldn't you allow someone with the "old" configurations to secure this endorsement? It's too restrictive as written.	A	Issue addressed in 8.2.2.b.B.
		8.2.2.d. and 8.2.2.d.A say the same thing. I would remove "(includes persons classified as Aide I, II, III and IV)" in 8.2.2.d and leave it in 8.2.2.d.A. However, I would remove the word "Salary" since salary has nothing to do with this section.	N	

Date Record	Individual/Organization	Comment	Action/Type	Rationale
09/13/04	Barbara Brazeau	These comments make the wording consistent in the present tense. (I suggest that someone review the entire document to make the tense consistent throughout the policy. To save time on my review, I will not be identifying anymore such suggestions.) 10.1.2.c.F (a) Preprofessional Skills Tests 5) <u>satisfied has</u> 10.1.2.c.F (b) – Content Specialization – 2) <u>satisfied has</u>; 3) <u>holds a valid</u> 10.1.2.c.F (c) – Professional Education – 2) <u>satisfied has</u> 10.1.3.b – MA plus 30 Salary Classification – Holds 10.1.3.d –Recommendation of Superintendent – Receives 10.2.1.c.A Out of State Approved Program-Pre-professional skills should be deleted since the master's degree required for an administrative certificate exempts the applicant from completing these tests. 10.2.1.d Renewal of the Temporary Administrative Certificate – Same comment regarding pre-professional skills 10.2.2.c.A – State Approved Program – Successful completion of an accredited institutionAn applicant who completed the approved program through an accredited college or university.... 10.2.2.c.B –While I am aware of the language in HB4553, I still contend that a graduate of an “accredited” out-of-state IHE’s approved program should be able to secure a WV certificate. If West Virginia had any colleges accredited by one of the three national accrediting agencies identified in Definition 126-136-4.4, the candidate would receive a certificate. Why wouldn’t the out of state candidate be granted the same privilege?	N N N N N N N N N N	House Bill 4553 states, “...graduated from a teacher preparation program at a regionally accredited institution of higher education. “ This superceded prior code.

Date Revised	Individual/ Organization	Comment	Section/ YDS	Rationale
§126-136-10. Licenses for Professional Educators				
09/13/04	Barbara Brazeau	10.3.2.b – Same issue regarding “accredited” versus “regionally accredited” college; 3) should “accredited” be replaced with “state-approved”?	N	
		10.3.2.b.A Exceptions – This section should be removed since it doesn’t relate to the Initial Professional Student Support Certificate. It is already stated in the Permit section.	N	
		10.5.2.c.D Industry Recognized Credentials-What is an “alternatively certified teacher hired after June 18, 2003”? Does this term refer to all career and technical ed teachers who go through the WVU-Tech program or does this relate to your new alternative certification provisions?	N/A/0	Does not refer to new alternative paths to certification. Does address current program and WVUIT.
§126-136-11. Permits Issued to Professional Educators				
09/13/04	Barbara Brazeau	11.5.2.c – “regionally” accredited IHE is inconsistent with language in 11.5.1.a and 11.5.1.c.B which don’t require the degree and program to be completed through a regionally credited college.	A	
		1.6.2.b. – “regionally” should be deleted	N	
		11.6.3.c.B – “regionally” should be deleted	A	
		11.6.4.b – “regionally” should be deleted	A	

Date Rec'd	Individual/Organization	Comment	Action/Type	Rationale
§126-136-12. Paraprofessional				
09/13/04	Barbara Brazeau	12.1.3.i - Does the expired Professional Certificate exempt the applicant from the academic assessment only or all 36 hours required for the paraprofessional certificate? I'm not sure that it is clear as written. Would a graduate of an unaccredited college who holds or has held a professional certificate in any state qualify for the Paraprofessional Certificate? Can the holder of a valid WV Professional Certificate automatically be assigned as a paraprofessional? Perhaps this should be addressed in Section 126-136-18, if applicable.	N	
§126-136-15. Alternative Routes to Certification				
09/13/04	Barbara Brazeau	15.1.2 - remove the word "and" after "preprofessional skills" 15.2 At what point would the county superintendent identify "shortage areas"? Would you be using the list identified in our critical need and shortage policy for substitutes?	N NA	Shortage area will be designated on application form by county superintendent of schools.
§126-136-16. Out-of-State Applicants				
09/13/04	Barbara Brazeau	126-136-16 Out of State Applicants - This section needs to address the graduate of an "accredited" out-of-state IHE and what s/he must do to be certified in West Virginia. I disagree that only graduates of "regionally" accredited out of state colleges can be licensed in West Virginia even though the language in HB 4553 contains this restriction. 16.4.2 - WV Code §18-3-3 requires a master's degree and five years of experience for the granting of a permanent certificate. If you are adhering strictly to the law for all other sections of the policy, why isn't a master's degree required for the out of state applicant with five years of experience? 16.4.3 - The Beginning Principal Internship is an employment, not a licensure issue. This requirement needs to be deleted from this section so that it is consistent with Section 10.2.1.c.A and B.	NA NA N	House Bill 4553 supercedes prior code. House Bill 4553 supercedes prior code.

Date Rec'd	Individual/ Organization	Comment	Final/Type	Rationale
§126-136-21. Additional Endorsement(s) for Existing License				
09/13/04	Barbara Brazeau	126-136-21 Redundant-this is already stated in section 9.8.2	N	
General Comments				
09/13/04	Barbara Brazeau	General Comments -- In sections related to the renewal of a certificate, you should reference section 9.6.5, as well as 9.6.6, to ensure that the credit is unduplicated and completed through an accredited college..	N	

§126-136-8 Highly Qualified Teacher

§126-136-9 General Requirements, Degrees and Dates for Licensure

§126-136-10 Licenses for Professional Educators

§126-136-11 Permits Issued for Professional Educators

Under 11.3.1.a. the reference in the 5th line to 126-136-9; 2 is incorrect.
Under 11.3.1.c. the reference in the 4th line to 126-136-11.3.1 is incorrect.

§126CSR136

Please remove 11.3.1.C. Industry Recognized Credentials. The concern is that many qualified applicants for technical and industrial permits may not hold the required industry recognized credential and requiring this as a common condition for issuance of the initial permit may create an unnecessary barrier. This could be more appropriately addressed under the content specific conditions for issuance.

11.3.1.D. then becomes 11.3.1.C. and 11.3.1.E. then becomes 11.3.1.D.

On page 37, under 11.3.2.a.E.(c). add "OR (d) obtain the required certifications prior to the first renewal of the permit."

Under 11.6.6.c. delete the words "one of" in the second line. Applicants must satisfy all the following common conditions.

Under 11.6.6.d.A.(a) change the first sentence to read "Wage-Earning Experience - Complete four years (8,000 clock hours) of satisfactory..." This was changed from six years to four years in prior revisions. The change was made to (c) and (d) at that time. Evidently it was just missed in (a).

Under 11.7.1.a. the reference to 126-136-9: 2 in the fourth line is incorrect.

Under 11.7.3. add Business/Marketing in the third line.

Under 11.7.3.c. delete the word "Substitute" in the first line and correct the reference to 126-136-11.3.1.c.A-E in the second line.

§126-136-12 Paraprofessional

From: Malcolm, Beth and John Modrzakowski [modrzakowski@hotmail.com]
Sent: Friday, August 13, 2004 3:15 PM
To: khuffman@access.k12.wv.us
Subject: Comments Policy #5202

Dear Ms. Huffman,

My name is Beth Modrzakowski and I am new to the teaching system of West Virginia, but not to the teaching profession. I have taught one full year as a permnant sub and will be teaching on a permit this coming year. I moved here from Ohio with a K-8 certification and an endorsement in Reading. For the 14 years that I was employed in Ohio I was considered a Title One Kindergarten teacher. Moving here, I was told that my reading endorsement would not be recognized without a Master's Degree...even though I had 14 years experience with the Title One Program.

I would like to express my support for the Policy 5202 in saying that I feel my out of state endorsement should be recognized and placed on my WV certification considering my years of experience in both the classroom and in the academic environment (through college courses, professional development, etc.) Recognizing these accomplishment through the state board, would open up reading positions to qualified teachers; therefore, benefitting the children of West Virginia.

Thank you,

Beth Modrzakowski

modrzakowski@hotmail.com

On the road to retirement? Check out MSN Life Events for advice on how to get there! <http://lifeevents.msn.com/category.aspx?cid=Retirement>

From: ~~Anne~~ Montague [managingbetter@earthlink.net]
Sent: Monday, July 26, 2004 4:14 PM
To: khuffman@access.k12.wv.us
Subject: Public Comment, plus offer to help

Ms. Huffman,
I am responding to the General Section, for Public Comment, in the format you require. I have not been sure who the audience is, so I have given more detail than needed.
I also offer some information that may be useful in implementation and evaluation of teachers.
Please let me know if there is any way appropriate for me to help you.
Attached are my comments without the format.

RESPONSE FORM

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

Directions: Please use this form to comment on proposed amendments to Policy 5202

Individual/Organization: Anne Montague

Address: 5313 Carleton Ct (F), Charleston, WV 25313

'126-136-1 General

Public Comment on Alternative Teaching Certification
Policy 5202 - Licensure of Professional/Paraprofessional Personnel

Contributed by A Life-Long Learner and Teacher
in Business, Writing, Communications, Education,
Who Was Educated in the West Virginia Public Schools

Alternative certification for highly experienced professionals to become public school teachers should be put in effect in West Virginia as soon as possible.

It is a distortion of the spirit of education that certification of all teachers rests on the requirement that they complete some undergraduate education courses, no matter how much relevant experience they have. These rules are necessary for those starting out in education, with little real world experience in teaching, but they block those with real-work experience and high motivation to teach from entering education. The letter of the law should allow for highly qualified, motivated, experienced persons to teach as full professionals in West Virginia. The spirit of the law is to teach well, respect learning, and show that learning makes a difference in people's lives. To allow the letter of the law to say that these don't make a difference, is to, in effect, negate the mission of education in West Virginia. Respecting learning, motivation to teach, and lives dedicated to applying what one has learned raises standards; it does not lower them. By accepting highly productive, experienced people into teaching, education focuses on the whole child, relevance, life, meaning and respect

for accomplishments and dedication.

Many people without the prescribed undergraduate courses have dedicated their lives to learning and contributing. Through education, experiences and being pioneers in many fields, they have prepared themselves to teach what they have learned and how it makes a difference in their lives, communities and the greater society. In addition, those who want to teach in the state are often here because they respect the culture, people and future of West Virginia. Denying their contribution is, in effect, un-American. By refusing to let quality, preparedness and individuality improve lives and the total educational mission, a few man-made rules have replaced respect for common sense as well as learning.

I. Some sample occupations might request alternative certification are:

? College teachers, usually retired, who offer a life time of high-quality teaching.

? Visual artists and musicians.

? Teachers in non-public education, such as private tutors in math, English, science, reading, speech, both in the US and abroad.

? Writers with styles for many audiences, such as a) non-fiction for business, newspapers, grants, b) creative such as of children's stories, poetry, fiction, theater, c) for broadcast media and film.

? Executive Directors of nonprofit organizations, who have seen societal needs and formed whole organizations around "the common good," including educating the public about issues and helping the public to be involved in change for improvement.

? Researchers in learning, particularly those who have gone beyond theory to apply what they have learned.

? Those who have worked with significant people to make change in America, such as rights for the handicapped, educational reform, environmental efforts.

? Previous public officials who have had notable and successful experiences in public life, with real ability to teach what about systems and theory.

? Professional engineers and scientists who have created new things, from products to processes, that are used in many ways, and who know math and science basics as well as applications.

? Previous military officers and personnel who know subject matter, such as geometry applied to navigation (e.g., the Army is known for best training in the world).

? Trainers, in business, government and other sectors.

II. What is added to education by having teachers with real-world learning, teaching and training experiences?

A. Improvements for the Child

? Children see that facts and information are relevant, from examples from the larger world.

? Children see that diversity is respected.

? Children see meaning in education with teachers who learned for a lifetime in higher education and work, then come back to public education.

? Children see people with real world experiences who are dedicated to education.

? Children need models of those who actively pursued their education and apply what they learned, to help students to do the same.

? There are many forms of intelligence, and multiple intelligence research shows that approaching learning in multiple ways with multiple talents is far more likely to "reach" children, as evidenced on testing, attendance and other measures. In short, understanding and using various intelligences, increases performance.

B. Improvements for Total Quality Management of Education:

? Professionals with broad experiences know how to cooperate to meet standards and manage with Quality Assurance Practices, including measuring results.
? Education employees determine the quality of public education, and with diversity and real-world experiences in the mix, quality is improved.
? Education should embrace diversity of work, creativity, flexibility.
? A good educational system should encourage employees to continually learn, apply their knowledge, share their expertise, and lead their profession.
? Education employees should partner with their peers, researchers, policymakers, and communities to make public schools great for every child.
? Adding new ideas in management and administration, by those with experiences outside the system, must be beneficial, in the long run.

III. Why is timing important?

1. Currently, teaching standards are being raised while, at the same time, the numbers of very experienced teachers are reducing. Thus, allowing highly qualified and experienced people to teach with certification recruits teachers at this needed time.
2. Groups are beginning to look at substitute teaching as a labor group to be united for better wages, insurance, grievance procedures, respect and respect. Should this be an issue in West Virginia, substitute teachers may be scarce and more certified teachers will be needed.
3. Retaining teachers is a problem in some counties, but for those who have been professionals and are settling into the state, perhaps returning, the likelihood of their going to other states for higher wages (e.g., as from the Eastern panhandle to VA and MD) seem less likely.
4. Appropriate introduction of newly certified professionals into schools may lead to more creative and motivated ways to meet NCLB standards.
5. Substitute teaching without certification is increasingly difficult, with NCLB, which mandates that all schools use certified teachers as substitutes by 2005. Thus, shortages of substitutes may result, as standard demand certification.
6. Certification of qualified professionals helps the state meet the guidelines of NCLB.
7. Content areas with too few teachers, often because non-education sectors pay better, are seriously helped by professionals who now want to give to education.
8. Satisfaction with schools throughout the nation has declined, while demands have been raised, and help from

experienced professionals as teachers
to "the real-world."

helps us all tie education

9. Turning away people who have dedicated their lives to learning feeds the image of the state as unprogressive, unaware of quality, and rejecting good opportunities. Those who have returned to the state or who come for the first time, may leave, with negative attitudes of being rejected for being prepared, rather than welcomed.

IV. What are negatives to alternative certification of experienced professionals?

Possible negatives of allowing alternative assessments for certification of highly experienced professionals may be:

1. Not all highly skilled professionals make good teachers. For example, scientists who have been in private sector labs, businesses owners and others who have been rewarded for creativity may not relate to the routine of teaching.
2. Mentoring and other innovations that help new teachers orient to the classroom may be needed. Since mentoring is highly regarded (e.g., a recent poll show that 91 percent of the general public approves of mentoring programs as a way to help meet the staffing needs of schools by helping to assure transition to the classroom).
3. Acceptable procedures for validation of the prospective teacher must be put in place, which have costs associated (unknown to me).
4. Research may need to be conducted to evaluate what characteristics are necessary to make a good classroom teacher after he/she has learned and taught outside the classroom for many years. Beyond professional competence, ways may be needed to measure what are the attitudes, character, communications skills and interpersonal skills that make a teacher good and happy.
5. Assuring that teachers know subject matter in ways that make for efficient learning.

Together and separately, these are not serious enough to reject change.

V. Can the Negatives be Turned to Positives?

Yes. A brief review of research shows that the new teachers, themselves, were not well understood in assessing what they need to adjust and to contribute. Good energy and good experience can be built upon.

1. Grants can be attained to determine best practices for orienting and using those with significant professional development experiences into the schools. West Virginia can be a leader in looking at issues more meaningfully. These should include interviews of newly accepted professionals about their needs and rewards.
2. Teachers from many non-teaching traditions are excellent resources and team members to improve the system. They can be spokespersons and team member to define and implement research.

VI. Why is it crucial to expand the repertoire of skills in the entire teaching pool?

First, it is common sense that those who have learned in significant ways, including through advanced degrees and professional development seminars, and then applied what they have learned, will help improve the whole.

Second, with steadily improving instructional practice and student learning, those professionals who receive alternative certification can contribute new ideas, after they have taught.

Third, collective expertise - many teachers, many experiences - are seen to expand and improve education, over time.

VII. Final Statement

Public education excellence is vital for our democracy.

We must welcome and encourage those who have spent years building skills that are needed in education and who have genuine desire to contribute to quality in education.

Alternative certification removes inappropriate barriers to education excellence. It increases 1) respect and resources for the child, 2) self-respect of those who have worked hard and who try to contribute what they can, 3) public-respect for West Virginia, for acknowledging it best resource - people who learn and accomplish, 4) diversity in the schools, 5) progressiveness and open mindedness of administrators, 6) availability of teachers, 7) respect for multiple intelligences and accomplishments as crucial to success of democracy and human rights.

Now, we need a spirit of cooperation in this very diverse state. What better way is there to build cooperation than by showing respect for and allowing help from those who want to teach who have achieved broad experiences in bringing diverse people together. For example, many who want alternative certification have worked in management, communications or education for profit, government, education and nonprofit sectors? Their talents should be tapped, for teaching and for telling about the value of teaching.

Public school innovations in the nation include helping alternatively certified teachers to adapt to the classroom. Also, programs exist where teachers teaching teachers, by sharing what they need and what works for them. For both alternatively certified and established teachers, no matter what stages of their development learning from one another helps the whole process to serve the whole child.

Many lessons and well-established rules of total quality management or integrative management systems apply to education, and one of them is to seek talent wherever you can find it, and be clear and consistent in training for best goals. What are our education goals?

"Cooperation and pride in sharing vast knowledge in meaningful ways" seems unarguable as we seek to continuously improve.

Alternative certification improves education. West Virginia should have the highest commitment to cooperate with, show pride in, learn from and teach those who have shown their commitment to learning and applying what they have learned?

Further, the state should never turn away those it has educated who went further and who have a commitment to return and give back in full measure what they received from the state's educational system. In effect, this special group is West Virginia's product, and the state should show, "We value our product."

Anne Montague

5313 Carleton Ct (F)
Cross Lanes, WV 25313

Possible Resources for Evaluators of Alternative Certification:

A. Possible Characteristics for Evaluation:

These characteristics for mentoring of one teacher to another (from NEA) may help in evaluating non-traditional teachers (i.e. those alternatively certified) through the process of 1) evaluating potential teachers, 2) helping teachers acclimate to the classroom and 3) using them on teams to improve educational systems, when / if appropriate.

Attitude and Character

Willing to be a role model for other teachers
Exhibits strong commitment to the teaching profession
Believes mentoring improves instructional practice
Willing to advocate on behalf of colleagues
Willing to receive training to improve mentoring skills
Demonstrates a commitment to lifelong learning
Is reflective and able to learn from mistakes
Is eager to share information and ideas with colleagues
Is resilient, flexible, persistent, and open-minded
Exhibits good humor and resourcefulness
Enjoys new challenges and solving problems

Professional Competence and Experience

Is regarded by colleagues as an outstanding teacher
Has excellent knowledge of pedagogy and subject matter
Has confidence in his/her own instructional skills
Demonstrates excellent classroom-management skills
Feels comfortable being observed by other teachers
Maintains a network of professional contacts
Understands the policies and procedures of the school, district, and teachers' association
Is a meticulous observer of classroom practice
Collaborates well with other teachers and administrators
Is willing to learn new teaching strategies from protégés

Communication Skills

Is able to articulate effective instructional strategies
Listens attentively
Asks questions that prompt reflection and understanding
Offers critiques in positive and productive ways
Uses email effectively
Is efficient with the use of time
Conveys enthusiasm, passion for teaching
Is discreet and maintains confidentiality

Interpersonal Skills

Is able to maintain a trusting professional relationship
Knows how to express care for a protégé's emotional and professional needs
Is attentive to sensitive political issues
Works well with individuals from different cultures
Is approachable; easily establishes rapport with others
Is patient

B. Other States' Efforts to Set Criteria for Eligibility for Alternative Certification

The following web address lists states with programs for alternative certification:

http://www.yale.edu/career/students/careers_in/education/public_school.html

One Example: Massachusetts New graduates:

Current seniors and recent graduates of accredited undergraduate institutions are eligible to apply to MINT if they meet one of the following criteria:

ranking in the top ten percent of the candidate's graduating class;

minimum of 3.0 grade point average overall in an undergraduate or graduate program from the college or university the candidate attended;

ranking in the top tenth percentile overall on a nationally recognized examination designated by the Commissioner including, but not limited to, the GRE, MCAT and LSAT;

an outstanding record of community service. Please be prepared to document and verify this record of service on your on-line application and in your 2 letters of recommendation.

*Seniors must possess a bachelor's degree from a college or university by June 2004

Mid-Career Professionals

Mid-career professionals do not need to meet the academic eligibility outlined above. A mid-career professional is defined as someone who has graduated from an undergraduate program five or more years before applying. All mid-career professionals are eligible to apply to MINT on the basis of their work experience.

RETURN COMMENTS BY AUGUST 18, 2004 TO:

Karen Huffman

Executive Director

West Virginia Department of Education

Building 6, Room 252

1900 Kanawha Boulevard, East

Charleston, WV 25305-0330

or e-mail responses to

From: Anne Nardi [anardi@wvu.edu]
Sent: Wednesday, August 04, 2004 3:09 PM
To: khuffman@access.k12.wv.us
Subject: RE: Policies 5100 and 5202

Karen,

In reviewing the revisions to 5100 and 5202, I've noted the following points that I'd like to add as comments.

In Policy 5202, the description for alternative certification programs does not indicate that such programs will need to go through the review process with the Program Review Board. I believe that should be specified in 5202 as well as in 5100 (where it is stated in the draft).

In Policy 5202, I note that the revisions refer to "Behavior Disorders" without qualification. I believe there is a need to state "Behavior Disorders, excluding Autism" where appropriate.

I would be happy to send this in hard copy if you need it for your files. Please let me know.

Anne

Anne H. Nardi

Dean

College of Human Resources & Education
West Virginia University

RESPONSE FORM

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

Directions: Please use this form to comment on proposed amendments to Policy 5202

Individual/Organization:

MARY NUNN

Address:

Assistant Director
Office of Special Education
WVDE

§126-136-17 Non-United States Citizen

§126-136-18 Appropriate Assignments According to License

§126-136-19 Special Education

19.1.2: WV Code §18-20-1 restricts gifted education services to ~~gifted~~ ^{gifted} students in grades 1-8, and to eligible exceptional, gifted students in grades 9-12. ^{WV's} eligibility criteria for giftedness focus on intellectual and academic abilities. Consequently, we do not identify students prior to first grade as gifted. In addition, according to WV Code...

public education's responsibility to provide gifted
education services ends with the student's graduation.

Proposed revision: Retain language related to gifted
certification as grade 1-12.

§126-136-23 Reimbursement, Retention, Recruitment

§126-136-24 Severability

Appendix A Programmatic Levels and Specializations Recognized on the Professional License

Retain "Grade Level Options for Special Education Specializations for Gifted as grades 1-12. Rationale provided with comment related to §126-136-19.

Appendix B Approved Standards for Program Development and Required Tests for Completion of West Virginia Approved Programs Leading to West Virginia License

Appendix C Endorsements Eligible for the Permanent Authorization of Grade Levels

RETURN COMMENTS BY AUGUST 18, 2004 TO:

Karen Huffman
Executive Director
West Virginia Department of Education
Building 6, Room 252
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330
or e-mail responses to
khuffman@access.k12.wv.us

NOTE: Please type all responses mailed to the above address.

From: Rebecca Tinder [rtinder@access.k12.wv.us]
Sent: Wednesday, July 21, 2004 2:38 PM
To: Karen Huffman
Subject: FW: policy 5202 section 19.1.2

-----Original Message-----

From: jpingley [mailto:jpingley@citlink.net]
Sent: Wednesday, July 21, 2004 1:13 PM
To: rtinder@access.k12.wv.us
Subject: re: policy 5202 section 19.1.2

Ms. Tinder I am writing to you in response to the public comment period open on Policy 5202. Currently, I am a teacher of the gifted in Randolph County and would like to voice my approval for this policy, specifically section 19.1.2. My degrees are as follows: undergraduate degree - Multi-Subjects K-8 (Davis & Elkins College), gifted specialization (West Virginia University), and my Masters is in Curriculum and Instruction (Salem Teikyo University). I am proud to say that I am a public educator and have been since 1995. (Second Career) I truly love my work and I am a true believer that learning is lifelong. Having said that, I am sure that you can understand how upsetting it is to me, to have my degree invalidated. I am no longer qualified to teach 6th through 8th grade within my county without content specialization within the field. I understand the purpose of this policy and the need for specialization, but what makes it more difficult for me is that I successfully taught 6th grade English for one year. I use the word successfully because test scores were up, children were happy and learning, and parents were actively involved and pleased with the education their children were receiving. The only reason that I left this position was due to a reduction in force. I also am very understanding to the need to stay within the budget, but now, I no longer have even the opportunity to reapply unless I go back and get yet another certification (thousand of dollars). My county experienced a shortage of teachers of the gifted, so I agreed to go back to school and earn my gifted specialization, which I have completed. I have been teaching gifted children for the past 5 years and really love what I do, but I can't imagine having more of my educational degrees stripped away. Therefore, that is why I am in favor and wish to voice a public comment regarding this policy. Because as I understand it, my gifted certification would not shrink, but be extended. I realize that this email is rather long, but I wanted to make sure that you understand where I am coming from and why. Sincerely,
Sondra J. Pingley, Educator for Randolph County Schools. (jpingley60@yahoo.com)

From: Jennifer Queen [jenjenqueen@hotmail.com]

Sent: Monday, August 16, 2004 2:37 PM

To: khuffman@access.k12.wv.us

Dear Ms. Huffman,

As a speech-language pathologist working in the public schools of West Virginia, I am very concerned about using speech assistants appropriately.

I feel that a speech assistant should **never** be hired to replace an SLP, which the current wording implies. The wording: (18.13) "No speech assistant may be hired in place of a fully certified speech-language pathologist *unless none has applied for the job,*" needs to be changed to read "No speech assistant may be hired in place of a fully certified speech-language pathologist."

I am also concerned that the current wording allows speech assistants to easily be rehired, without a good faith effort on the part of the superintendent to try to hire/recruit a fully certified Master's level SLP.

I suggest the following wording changes for Section 9.23 B. Renewal of authorization for speech assistant

³c. Recommendation of superintendent- receive the recommendation of the county superintendent in the county in which the applicant is employed verifying that the position was posted and that a good faith effort to recruit and hire appropriately and adequately trained personnel (Master's level Speech-Language Pathologist) was undertaken, documented and submitted to the Department of Education by the Superintendent indicating that no fully certified speech-language pathologist applied for the position.²

In addition, if a speech assistant is allowed to have their own caseload, (as current WVDOE guidelines allow, then those individuals (under IDEA regulations) need to be enrolled in a program to make "satisfactory progress toward completing applicable coursework necessary to achieve the highest entry level academic degree (Master's degree in Speech-Language Pathology in West Virginia) **within three years.**", [34CFR 300.136 (g)].

Saying these speech assistants are only hired on a one-year contract and so do not fall under IDEA regulations is merely sidestepping a critical issue.

The policy does allow speech assistants to be rehired, and if they are rehired year after year, then they need to follow IDEA.

I am also deeply concerned about the Guidelines provided by the DOE which allow speech assistants to have their own caseloads. No other states permit this in their policies. Since the supervising SLP has the ethical responsibility for the assistant's caseload, I feel that Policy 5202 should be amended reflect Federal IDEA Guidelines:

1. IDEA provides that a state may allow paraprofessionals and assistants to be used to 'assist in the provision of special education and related services.'² It is not the intent of IDEA that such personnel be service providers with their own caseload, therefore it is recommended that speech assistants be hired to ASSIST the supervising speech-language pathologist with the provision of services to his or her caseload as

defined in the speech assistants scope of responsibilities. Wording needs to be included that states, ²A speech assistant can only be hired to assist a SLP in management of their existing caseload.²

The supervising SLP bears the entire ethical responsibility for the speech assistants' performance. As such, I believe that following changes should be made to the guidelines:

³It is recommended that supervisory requirements be mutually agreed upon by the supervising speech-language pathologist and the special education administrator. The supervising speech-language pathologist should be given broad latitude in developing the supervisory requirements and significant adjustments to his or her own caseload in order to provide the dedicated work time required for supervision. ³

I urge you to consider adopting the above changes to insure quality of service in the schools of West Virginia.

Sincerely

Jennifer R. Queen, MA, CCC-SLP
Wayne Elementary, Wayne County

AUG 17 2004

RESPONSE FORM

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

Directions: Please use this form to comment on proposed amendments to Policy 5202

Individual/Organization: Delores Ranson, Assistant
Superintendent

Schools Jackson County

Address: P. O. Box
770

25271 Ripley, WV

§126-136-1 General

§126-136-2 Summary

§126-136-3 Purpose

§126-136-4 Definitions

4.3 Academic Major: Remove "diploma and/or"

4.34 HOUSSE: Is the teacher evaluated annually? ...or one time only to meet this requirement, ????

4.49: Does this definition include alternative certification?

Add: Definition of Coach. The definition needs to include "volunteer" coach.

Add: Definition of Contract:

§126-136-5 Categories of Licenses

§126-136-6 Legal Basis for Licensure

§126-136-7 Responsibilities for Licensure

§126-136-8 Highly Qualified Teacher

Must a Title I Reading Teacher hold both elementary or multi-subjects and reading certification to be highly qualified? Is the Title I teacher who holds reading specialization certification only (and certification in another area such as music) highly certified to teach in Title I in an elementary school?

Is the Reading Endorsement Program available in West Virginia Colleges?

Paraprofessional Certification: It appears that individuals will only be **CERTIFIED** as paraprofessionals if they meet the state requirements of 36 semester hours as identified in 5202. Does this mean that individuals who meet the federal guidelines for paraprofessional will not receive a license (certification)? See 126-136-12 below.

§126-136-9 General Requirements, Degrees and Dates for Licensure

Several places (9.6.1, 9.6.2, 9.6.3....) the policy says that the degree earned from a "regionally" accredited institution. This is not in the current 5202, and I don't believe that it is in 18A-3-2a. "Regionally" accredited is in several places in the revised policy.

Under "Authorization for Coaching" the policy should be very clear that **ALL** coaches, includes **VOLUNTEER** coaches (as we are now being told). I believe you will find in most, if not all counties, that "coaches" addressed in this policy are found to be those individuals who are employed into posted positions and are paid at the established pay for said sport, as approved by the local boards of education.

§126-136-10 Licenses for Professional Educators

Under 10.5.2 D. Is the date June 18, 2003 correct?

§126-136-11 Permits Issued for Professional Educators

Issuance of Short Term and Long Term Permits: Most likely an error occurred when 5202 was being revised and language was being "copied" and moved around in the revised policy. Under 11.6.3 A Verification of Training, the language is repeated from 11.6.3.a. General Criteria. Information that is found in 11.6.1A concerning Training that should also be in 11.6.3.A has been left out.

Also the policy needs to be clear to permit individuals who hold a valid teaching license, to also be able to get a long term permit in any specialization in which they have 12 college hours. This keeps them on the same playing field (and eligible to work more than 30 days in a specified area) with those who do not have a teaching degree, but have a bachelor's degree and the required 18 hours of training. This is VERY important.

§126-136-12 Paraprofessional

Paraprofessional Certification: It appears that individuals will only be **CERTIFIED** as paraprofessionals if they meet the state requirements of 36 semester hours as identified in 5202. Will individuals who meet the federal guidelines for paraprofessional also hold certifications (license): 48 college hours, associate degree or bachelor degree? Same question listed above.

We currently have individuals who hold a paraprofessional license based upon the NCLB criteria. These individuals are classified as Paraprofessional and receive pay at the Paraprofessional pay grade level. If license are no longer granted, does it mean these were issued in error? Do they continue to hold their paraprofessional classification? If grandfathered in, could that be said in the policy?

§126-136-13 Grade Level Expansion

§126-136-14 Waivers and Extensions

§126-136-15 Alternative Routes to Certification

§126-136-16 Out-of-State Applicants

§126-136-17 Non-United States Citizen

§126-136-18 Appropriate Assignments According to License

§126-136-19 Special Education

§126-136-20 Athletic and Limited Football Trainer

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

§126-136-22 Salary Classifications for Educators

§126-136-23 Reimbursement, Retention, Recruitment

I'm not sure how the three annual processing dates will work; however, I believe there should be a process in place to ensure that the reimbursement funds are distributed equitably to individuals. Individuals who perhaps takes a fall class, a spring class, and/or a summer class should not get tuition reimbursement for all classes, while others get nothing because the funds are gone for that period of time when their application arrives at the WVDE.

The efficiency of the college (release of transcripts, etc.) and the County Boards of Education certification office (some counties have individuals who are assigned many other tasks other than certification) can determine whose application is received first at the State Certification Department. Our employees appear to have a lot of trouble with one University in particular in getting transcripts in a timely manner.

If a person is denied at one processing date, can he/she resubmit for the second processing date? Better yet, will that application be held and considered at the next within that fiscal year? We have our teachers doing too much paper work now.

Also, the old policy gives a cut off date of July 15 for making application for tuition reimbursement. I understand that cut off date for summer is now June 15, but it's not in the policy.

Is there a cut off date for the other two processing dates?

§126-136-24 Severability

Appendix A Programmatic Levels and Specializations Recognized on the Professional License

Appendix B Approved Standards for Program Development and Required Tests for Completion of West Virginia Approved Programs Leading to West Virginia License

Appendix C Endorsements Eligible for the Permanent Authorization of Grade Levels

General Comment: I found the new policy very difficult to compare to the old policy due to not having the strike through of the old language and the new language underlined. Also, I found it difficult to read in general... and specific information is difficult to locate. It appears some areas are addressed more than one time.

To make information easier to locate, I suggest that you highlight the main topics. For example, I randomly selected Page 55. On this page, you could highlight: G. "Initial Authorization for Chief School Business Official; H. Renewal f the Authorization for Chief School Business Official; and I. Initial Authorization for Coaching."

RETURN COMMENTS BY AUGUST 18, 2004 TO:

Karen Huffman
Executive Director
West Virginia Department of Education
Building 6, Room 252
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330
or e-mail responses to
khuffman@access.k12.wv.us

NOTE: Please type all responses mailed to the above address.

From: Cheryl Reger [careger@yahoo.com]
Sent: Thursday, July 29, 2004 10:38 PM
To: khuffman@access.k12.wv.us
Subject: Policy 5202

I am writing with regards to the proposed changes to policy 5202. I am currently working with a cohort of teachers who have entered the process under the current policy that promises reimbursement of the \$2300 fee when they complete the process. First of all, I believe completion of the process alone merits the reimbursed expense simply because of the value of the professional development. But more importantly, I do not see how you can change the policy when these people already made the commitment with the promise of reimbursement. It is unprofessional and dishonest. Please recall that I personally am facing a similar mistreatment because I was promised (in writing) reimbursement for the purchase of equipment, and then the "policy" (which wasn't even in writing) was changed and my expenses were denied. If the Department of Education desires to have more qualified teachers, why are we being treated so unfairly?
Cheryl Reger, NBCT

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AUG 16 2004

Karen -
A Group of County Personnel Directors met and are concerned with the items I noted. I believe each of them will be responding also.

Sandy

(I don't know what happened to my email responses.)
I deal mainly with Service Personnel but does anyone realize how confusing this whole policy is? How does any new Personnel Director figure anything?

RESPONSE FORM

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

Directions: Please use this form to comment on proposed amendments to Policy 5202

Individual/Organization:

Sandra Rupert
Cabell Co. Bd. of Ed.

Address:

*Must refer back to
Code Book too often*

§126CSR136

§126-136-1 General

§126-136-2 Summary

§126-136-3 Purpose

§126-136-4 Definitions

4.34-

§126-136-5 Categories of Licenses

§126-136-6 Legal Basis for Licensure

§126-136-7 Responsibilities for Licensure

§126-136-8 Highly Qualified Teacher

8.2.2 b - Need to take out "Title I" should apply to all Reading Teachers

A - Does reading endorsement apply to those w/ 7-12 degrees?

§126-136-9 General Requirements, Degrees and Dates for Licensure

9.6.1, 9.6.2, 9.6.3 - "Regionally accredited institution" Regionally sent in Code.
 9.6.5 - 126-136-4.2 should be 126-136-4.4
 9.9 After "Appendix B" should perhaps read "except those indicated" in W.Da. Code

§126-136-10 Licenses for Professional Educators

10.1.1 A - "Regionally" in there again
 10.1.1 A - 126-136-4.5a should be 126-136-4.4
 10.1.2 F-b. 2) "satisfied" should perhaps be "has" a passing score
 3) holds a valid
 10.2.2 B - "Regionally" again
 10.3.1 A - Whole section repeated in 11.1.5
 10.5.4d - Why date of June 18, 2003 - Appears written for specific person

§126-136-11 Permits Issued for Professional Educators

11.3.3 C - June 18, 2003, used again. Why?

§126-136-12 Paraprofessional

§126-136-13 Grade Level Expansion

§126-136-14 Waivers and Extensions

§126-136-15 Alternative Routes to Certification

These needs to be clarification about salary in this section. On a directive sent to County Payroll Dept.

§126-136-16 Out-of-State Applicants

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

Needs reexamined.

Emergency Sports Medicine should be sufficient.

Contracted services often better than provided by County personnel.

20.4 If have completed Athletic Training Program at College or University, that should be sufficient & NATAAOC not be necessary.

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

21.1 - Already on page 17-9.9.2 in Policy

§126-136-22 Salary Classifications for Educators

§126-136-23 Reimbursement, Retention, Recruitment

*Can money be divided equally between Fall, Spring & Summer
coursework. It seems \$ runs out during Spring semester.*

§126-136-24 Severability

**Appendix A Programmatic Levels and Specializations Recognized on the
Professional License**

**Appendix B Approved Standards for Program Development and Required Tests for
Completion of West Virginia Approved Programs Leading to West Virginia License**

**Appendix C Endorsements Eligible for the Permanent Authorization of Grade
Levels**

From: ksarles [ksarles@citlink.net]
Sent: Tuesday, August 03, 2004 7:19 PM
To: 'khuffman@access.k12.wv.us'
Subject: National Board Certification

Dear Ms. Huffman:

I would like to comment on Policy 5202 section 126-136-23.3.4. As a 2004-2005 candidate for National Certification, I strongly oppose the change that will impact state reimbursement. The policy should be amended to read, "Program completion will be considered fulfilled with the submission of all 10 scorable entries, as verified by the NBPTS." The successful submission of 4 portfolio sections and 6 assessment entries is a grueling, time-intensive task—one worth compensating teachers for undertaking and completing. Although more than 50% certify within the first year, those who "bank" their successful portions and complete them later as well as the few who may never certify improve their professional skills immeasurably and should be reimbursed. Additionally, the present reimbursement policy actually encourages teachers to enter the certification process. We want that benefit to continue so more and more West Virginia teachers will seek and gain certification. Please relay these comments to policy-makers.

Sincerely, ~~Reilian~~ L. Sarles, Mercer County

As a mentor for National Board candidates I find it disheartening that WV is proposing the requirement of certification before reimbursing candidates. National board certification is a lengthy process that certainly improves the way one teaches and reflects on the impact of student learning. The national percentage of candidates who certify on the first attempt is 40%. The lack of reimbursement for the fee is a deterrent to continuing the process. Additionally, I personally have worked with colleagues who have qualified for reduced lunch for their children. I believe that anyone who attempts the national board process is a sincere and caring teacher who should be encouraged and supported by the state board. Please reconsider the ramifications if this support is modified and the effect it will have on candidates who are in the process of working diligently to attain national board certification. WV has always been a leader and innovator and this change in the interpretation of policy 5202 seems to be a step backwards.

Thank you for your consideration.

Susan P. Stone, NBCT
Mineral County

From: Carol [cjsutphin@charter.net]

Sent: Sunday, July 25, 2004 5:53 PM

To: khuffman@access.k12.wv.us

Subject: National Board Certification

I am writing to protest the proposed revision of Policy 5202 pertaining to reimbursement for National Board Certification. This is a tremendous undertaking both financially and professionally. NBCT certification benefits not only the educator, but the local school district and the state. Without financial support, fewer educators will be willing to attempt this stringent program. I urge you to reconsider the compensation for this program.

Carol Sutphin NBCT

From: flt587@charter.net
Sent: Thursday, August 05, 2004 7:32 AM
To: khuffman@access.k12.wv.us
Subject: NBPT reimbursement

Dear Ms. Huffman,

Please include the following remarks with the public comment regarding the reimbursement policy for the National Board Certification in WV.

The change in policy for the reimbursement of fees for National Board Certification will decrease the number of teachers willing to undergo this arduous certification process. Regrettably, cost still remains a significant factor for most of my colleagues in West Virginia and other states. Teachers greatly increase their skills in the classroom as they go through the certification process. To further decrease the number of teachers willing to risk their time and money is to waste a valuable resource. Please reconsider this policy change! Retaining the need for a candidate to submit a portfolio that may be scored and complete the examination as determined by National Board (still quite stringent) will in almost every case assure that the students in the teacher's school are reaping the benefits of your well spent monies.

Frances L. Tolley, NBCT
Science Department Chairperson
Hurricane High School
Hurricane, WV

Paula Townsend

Dear Ms. Huffman,

As a speech-language pathologist working in the public schools of West Virginia, I am very concerned about using speech assistants appropriately. I feel that a speech assistant should never be hired to replace an SLP, which the current wording implies. The wording: (18.13) "No speech assistant may be hired in place of a fully certified speech-language pathologist unless none has applied for the job," needs to be changed to read "No speech assistant may be hired in place of a fully certified speech-language pathologist."

I am also concerned that the current wording allows speech assistants to easily be rehired, without a good faith effort on the part of the superintendent to try to hire/recruit a fully certified Master's level

SLP. I suggest the following wording changes for Section 9.23 B. Renewal of authorization for speech assistant

3c. Recommendation of superintendent- receive the recommendation of the county superintendent in the county in which the applicant is employed verifying that the position was posted and that a good faith effort to recruit and hire appropriately and adequately trained personnel (Master's level Speech-Language Pathologist) was undertaken, documented and submitted to the Department of Education by the Superintendent indicating that no fully certified speech-language pathologist applied for the position.²

In addition, if a speech assistant is allowed to have their own caseload, (as current WVDOE guidelines allow) then those individuals (under IDEA regulations) need to be enrolled in a program to make "satisfactory progress toward completing applicable coursework necessary to achieve the highest entry level academic degree (Master's degree in Speech-Language Pathology in West Virginia) within three years.", [34CFR 300.136 (g)]. Saying these speech assistants are only hired on a one-year contract and so do not fall under IDEA regulations is merely sidestepping a critical issue. The policy does allow speech assistants to be rehired, and if they are rehired year after year, then they need to follow IDEA.

I am also deeply concerned about the Guidelines provided by the DOE which allow speech assistants to have their own caseloads. No other states permit this in their policies. Since the supervising SLP has the ethical responsibility for the assistant's caseload, I feel that Policy 5202 should be amended reflect Federal IDEA Guidelines:

1. IDEA provides that a state may allow paraprofessionals and assistants to be used to assist in the provision of special education and related services.² It is not the intent of IDEA that such personnel be service providers with their own caseload, therefore it is recommended that speech assistants be hired to ASSIST the supervising speech-language pathologist with the provision of services to his or her caseload as defined in the speech assistants scope of responsibilities. Wording

needs to be included that states, 3A speech assistant can only be hired to assist a SLP in management of their existing caseload.²

The supervising SLP bears the entire ethical responsibility for the speech assistants performance. As such, I believe that following changes should be made to the guidelines:

3It is recommended that supervisory requirements be mutually agreed upon by the supervising speech-language pathologist and the special education administrator. The supervising speech-language pathologist should be given broad latitude in developing the supervisory requirements and significant adjustments to his or her own caseload in order to provide the dedicated work time required for supervision. ³

I urge you to consider adopting the above changes to insure quality of service in the schools of West Virginia.

Sincerely
Paula S. Townsend, MS, CCC/SLP
Belington Elementary School, Barbour County

From: TRTULL@aol.com
Sent: Monday, August 02, 2004 8:22 AM
To: khuffman@access.k12.wv.us
Subject: NBC fee reimbursement
Karen Huffman
Executive Director
WVDE
Building 6, Room 252
1900 Kanawha Blvd East
Charleston, WV

Dear Karen Huffman,

My understanding of the proposed changes to Policy 5202, section 126-136-23, p.74, is that 2004-2005 candidates for National Board Certification are at risk for losing half of their reimbursement. It is unfair to change a policy after teachers have begun the process.

I understand that financial prudence is paramount for West Virginia. However, this policy change includes the underlying message that WV does not consider National Board Certification a worthwhile endeavor for teacher improvement. Because this is a rigorous process, about half of the nation's candidates achieve certification. Since this information is included in information packets about National Board Certification, I predict that fewer WV teachers will decide to challenge themselves with the certification process knowing that they are risking approximately two thousand dollars. That may seem like an insignificant amount to members of the West Virginia Department of Education or to WV Board of Directors but to a teacher it is a significant financial risk.

The process for National Board Certification is challenging and thought provoking. It guides teachers to be more aware and reflective towards their teaching practices. Whether a teacher achieves certification or not, I believe the process improves teaching. I have been involved in many aspects of this process as a candidate, assessor for National Board, and a mentor. I have witnessed teachers become more reflective and more aware of their own practices. I have observed them measure themselves according to a national standard and seek to improve deficit areas. I believe this is an effective process to insure competency and help avoid teacher burn out or teaching on automatic pilot.

I hope that West Virginia will continue to support this process through financial support for teachers willing to accept the challenge. However, if you feel the policy must be changed, please change the time to 2005-2006 so that future candidates are completely aware of their financial risks.

Sincerely,
Claudia Tull, NBCT

From: Jeff Williams [jandswilliams@hotmail.com]
Sent: Friday, July 30, 2004 11:07 AM
To: khuffman@access.k12.wv.us
Subject: policy 5202

Dear Karen,

Thank you for the e-mail notification. I agree that the change in policy should, at the very least, be delayed for a year so as to give NBCT candidates time to be aware of the new ruling. If WV does not support NB certification in every way possible than they will send a message of discouragement to anyone considering going through the process. The entire process is rigorous enough without all the financial hardship on already underpaid teachers.

Working on National Board certification taught me more about teaching than any class or any workshop I ever attended in my 28 years of teaching. WV needs to support and promote the program at the top of their lungs, and with their pocketbook. It was four years ago that I traveled down the National Board road and it's influence is still heavily influencing my teaching today.

Susan Williams, NBCT - Wood County

Don't just search. Find. Check out the new MSN Search!
<http://search.msn.click-url.com/go/onm00200636ave/direct/01/>

RESPONSE FORM

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

Directions: Please use this form to comment on proposed amendments to Policy
5202

Individual/Organization: Vickie L. Baker, NBCT

Calhoun Middle/High School

Address: HC 89 Box 118

Mt. Zion, WV 26151

126-136-23 Reimbursement, Retention, Recruitment

23.3.5a

I am extremely concerned about the apparent reduced commitment level of the State Department of Education to the National Board process. It has always been my belief that the Department has worked to issue that every student had the best teacher possible and the encouragement given to teacher by the incentive procedure was a vital part of that effort.

As a teacher, the initial \$2,300 was a great concern to me. Fortunately, I had the complete support of my family in this process; therefore, it was not an obstacle for me. As I mentor teachers who are interested in beginning the process, most express a great concern about the large amount of money that must be paid up front to begin. Many of these same teachers have expressed gratitude that the State valued their efforts enough to reimburse that large expense. When you consider the current teacher's salary, this expenditure is a sacrifice to the teacher's family (for example, if a teacher making \$30,000 per year, this is 3 and 5/6% of their income). This policy change makes it a gamble many families cannot afford to make.

Please consider that great loss to our students if even one potential National Board candidate chose not to attempt the process. Preparing my portfolio for National Board was the single most intensive professional development experience that I ever had. No amount of workshops, conferences, or classes can compare to the reflection on actual teaching and learning required of each portfolio entry. Even before I finished the portfolio, I could see evidence of the growth in my teaching. This policy change will cause some teachers to miss that incredible opportunity

and more importantly many, many children will not benefit from the reflective practitioner created by the National Board process.

23.3.5c

Three stages are mentioned; however, only two are delineated.

23.4

The annual salary supplement is limited to ten years. Then, teachers who successfully renew their certificate can reapply. What is that procedure? And what if they have already used their ten years with the initial certificate?

The National Board process causes teachers to think differently about their practice. As I read Larry Lezotte's book Assembly Required: A Continuous School Improvement System, I was thrilled to realize that same practices are developed through the NB portfolio process and the continuous school improvement model.

National Board candidate embrace the requirement of No Child Left Behind that all students can learn. That is, after all, the first core proposition of the National Board Professional Teaching Standards.

I am not a professional speaker, but as a "true" education professional, I realize that it is necessary to stand up for our student from time to time. Please let me know if I can assist in anyway to insure that our students do not suffer from our limited resources which impedes our commitment to high quality in our educational system.

From: Sherry Bochna [nittany35@alltel.net]

Sent: Monday, August 02, 2004 12:12 PM

To: khuffman@access.k12.wv.us

Subject: policy 5202 Section 126-136-23.3.4

Ms. Huffman,

I write to you as a National Board Certified teacher from Monongalia County Schools. I needed to redo several entries a second time before I was fortunate enough to receive a score above the accepted 275. The year I decided to navigate through this process my mother was diagnosed and died of pancreas cancer. I tell you this only to demonstrate that a person who commits to this process is a serious professional and would not do so if they were not committed to accomplishing this goal. There are circumstances that will warrant a second try at reaching the goal and the fact that I received full reimbursement the first year was a deciding factor in my continuing through this process. West Virginia is showing a leadership role in encouraging teachers to go through this process and this new law would be taking a step backwards. I also, was offered a job in Pennsylvania in 2004 but turned it down when I realized Pa would not honor my incentive pay of \$2500 per year. This kept me working in the state of WV. If you make this process too risky, by delaying or denying reimbursement if they are not able to achieve the 275 score this will undoubtedly deter many quality teachers from even attempting to enter this process. Again West Virginia will take a step backwards in providing a quality education for all students. Please reconsider this decision and your education system will be forever changed.

Sincerely,

Sherry Bochna

Mason-Dixon Elementary

7041 Mason-Dixon Highway

Blacksville, West Virginia

26521

Karen L. Huffman, Ed. D.

From: Robin Bolling [rbolling@access.k12.wv.us]
Sent: Wednesday, August 18, 2004 3:27 PM
To: khuffman@access.k12.wv.us
Subject: 5100 Comments

From:

Robin K. Bolling, WVDE/OSE
Room 304

126-114-9 Additional Program Requirements

9.4.2. WV Code restricts gifted education services to eligible students in grades 1-8, and to eligible exceptional gifted students grades 9-12. WV's eligibility criteria for giftedness focus on intellectual and academic abilities, and consequently, WV does not identify students prior to first grade as gifted. In addition, WV Code states that public education's responsibility ends with the gifted eligible student's graduation.

PROPOSED CHANGE:

Replace PK-Adult with Grades 1-12

APPENDIX D Grade Level Options

Replace PK-Adult with Grades 1-12 with above comment as the justification

Karen L. Huffman, Ed. D.

From: Robin Bolling [rbolling@access.k12.wv.us]
Sent: Wednesday, August 18, 2004 3:07 PM
To: khuffman@access.k12.wv.us
Cc: Mary Nunn
Subject: 5202 Comments

Individual/Organization: WVDE/OSE Mary Nunn

Address: 1900 Kanawha Blvd East Building 6

Room 304

Charleston, WV 25305

'126-136-19 Special Education

WV Code 18-20-1 restricts gifted education services to eligible student in grades 1-8, and to eligible exceptional gifted students grades 9-12. WV's eligibility criteria for giftedness focus on intellectual and academic abilities, and consequently do not identify students prior to the first grade as gifted. In addition, according to WV Code, public education's responsibility to provide gifted education services ends with the student's graduation.

PROPOSED REVISION:

Replace PK-Adult with 1-12

Appendix A Programmatic Levels and Specializations Recognized on the Professional License

Retain grade level options for special education specializations for gifted as grades 1-12. Same comment as 126-36-19.

RESPONSE FORM

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

Directions: Please use this form to comment on proposed amendments to Policy 5202

Individual/Organization: **CONSTANCE BREZA**

Address: 1963 DECATUR AVE_____

WHEELING, WV. _____

26003 _____

'126-136-1 General

As written, the policy as it pertains to speech assistants allows for the creation of two types of speech assistants: the speech assistant who would be closely supervised under the direction of an SLP in the same building, or in close proximity to the Master's level SLP. This type of speech assistant would help the SLP with existing caseload, as such, the supervisor appropriately assumes responsibility for the actions of the speech assistant. This type of situation does not call for advanced training on the part of the speech assistant. Unfortunately, the policy also allows for speech assistants to have their own caseloads-in which case the supervising SLP has to assume the ethical responsibility for the care of their students and those of the speech assistant. As such, an SLP COULD find themselves legally responsible for about 100 students (their caseload and the speech assistants.) This very neatly sidesteps the "50 caseload cap" for SLPs which the DOE supposedly ardently supports. These "independent" speech assistants need mandatory advanced training in order to function adequately, and should be placed on a Master's level training program/

Since the supervisory duties are expected to be assumed with no compensation on the part of the Master's level professional, I can see a scenario where SLPs would be reluctant to have a speech assistant assigned to them. I believe that if Master's level SLPs are placed in situations which ethically compromise them, that some of those SLPs will LEAVE the public schools. Unlike teachers, who are stuck in one work setting, SLPS can and do pursue employment in a variety of settings.

'126-136-2 Summary

'126-136-8 Highly Qualified Teacher**'126-136-9 General Requirements, Degrees and Dates for Licensure**
PLEASE SEE NEXT PAGE.

Proposed Amendments to West Virginia Department of Education
Policy #5202
New wording in **BOLD**; omitted wording with a strikethrough. Explanations in parentheses

9.21. A. Initial Authorization

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 West Virginia Department of Education, Office of Special Education provided he/she secures the appropriate authorization. No speech assistant may be hired in place of a fully certified speech-language pathologist. ~~unless no fully certified speech language pathologist has applied for the available position.~~ (Since the DOE states that it is not their intent to replace master's level SLPs, this wording conveys that intent, while leaving the mechanism to hire SLPAs intact.)

Proposed Amendments to West Virginia Department of Education
Policy #5202

Suggested changes in bold or with a line through

9.23**B. Renewal of authorization for speech assistant****9.23****B. Renewal of authorization for speech assistant**

(a) Professional Development Activities.- Complete profession development activities provided by the West Virginia Department of Education. In order for a speech assistant to continue to be employed as a speech assistant after the first year of employment, the speech assistant must demonstrate enrollment in a training program and must make satisfactory progress toward completing applicable coursework necessary to achieve the highest entry level academic degree (Master's degree in Speech-Language Pathology in West Virginia)

within three years. [34CFR 300.136 (g)].
in compliance with IDEA regulations.)

(Brings Policy 5202

c. Recommendation of superintendent- receive the recommendation of the county superintendent in the county in which the applicant is employed verifying that the position was posted and that **a good faith effort to recruit and hire appropriately and adequately trained personnel (Master's level Speech-Language Pathologist) was undertaken, documented and submitted to the Department of Education by the Superintendent indicating that no fully certified speech-language pathologist applied for the position.**

d. Qualifications of speech assistant for continued employment as a speech assistant- in order for a speech assistant to continue to be employed as a speech assistant after the first year of employment, the speech assistant must demonstrate enrollment in a training program and **must make "satisfactory progress toward completing applicable coursework necessary to achieve the highest entry level academic degree (Master's degree in Speech-Language Pathology in West Virginia) within three years."**, [34CFR 300.136 (g)].

'126-136-10 Licenses for Professional Educators

'126-136-11 Permits Issued for Professional Educators

'126-136-12 Paraprofessional

Wheeling Park High School

Fax Cover Sheet (304) 243-0449



1976 Park View Road
Wheeling, WV 26003
Phone: (304) 243-0400

comments:

TO: Karen Huffman

FROM: C. Breza

Page 1 of 8

CONFIDENTIALITY NOTE: This telecopy is confidential, and is intended for the recipient only. Use of this telecopy or its contents by another person, including dissemination or copying, is strictly prohibited. If this telecopy does not fully transmit or is difficult to read, please call 203-0400.

From: Christina Bright [thebright_one@hotmail.com]
Sent: Saturday, July 24, 2004 10:26 PM
To: khuffman@access.k12.wv.us
Subject: comment on alternative certification

I recently learned of the possibility for alternative teaching certification for West Virginia schools. While safeguards will have to be taken to ensure that those wishing to receive alternative certification are cut-out for the classroom and knowledgeable in their chosen areas of interest, I believe accepting this proposal will be a positive for the state of education and for the students.

As a product of Ripley High School, I was privileged to learn from many wonderful teachers. These educators set a high standard of education for me and prepared me for the college years. I know how blessed I was to have such wonderful teachers. Now as a college professor of English, I see many incoming Freshmen who can't find the subject of a sentence, write a well-developed paragraph, or articulate the main idea of a reading passage. I know that, for many students, a lack of effort on their parts while in high school has led to their inept skills; however, I know that some teachers either choose a career in education for the three months vacation or have become jaded and tired. These teachers are often ineffective and are not doing our students any favors.

The West Virginia public education system generally has not ranked among the best in America; in fact, in September 2001, we ranked in the bottom 7 according to csmonitor.com. After reading in an essay by C. Emily Feistritzer regarding alternative teaching certification that 41 states and the District of Columbia had such programs by 1997, I wonder if our lack of such a program could be a reason why. The qualified and intelligent people who would receive certification might bring a different perspective into the classroom that might just help stimulate students' creativity and inspire them to learn. That is what education is all about.

I'm sure it sounds like I am critical of our public school teachers. Actually, I have the highest respect for good teachers, but I believe the high standards that were set for me just 10 years ago have been lowered. Many students lack the critical thinking skills necessary to succeed in college and the real world. If alternative certification of people who know what needs to be taught and are able to elucidate their ideas can raise the bar for student performance, then I am all for it. Perhaps those wishing to obtain alternative certification could attend a few seminars regarding education practices and policies to ensure that they understand the technical aspects of teaching in public school. Certainly I would expect one to be tested for his/her competency in the given subject. Recommendations could be obtained for each candidate for certification.

These are just a few ways to ensure the best are placed in our classrooms. I have often thought about following in the footsteps of my senior English teacher, but because I chose to focus my studies on English and literature, I am not certified to do so. I would like to return to my alma mater and teach senior English and theatre without having to return to college to obtain an education degree. A bar needs to be raised by people who know their subjects and can communicate ideas.

Alternative certification can do just that!

Thank you for considering my thoughts.

Christina Bright

230 Maplewood Hts. Dr.

From: Rebecca Tinder [rtinder@access.k12.wv.us]
Sent: Monday, August 09, 2004 5:03 PM
To: Karen Huffman
Subject: FW: Comments Concerning Policy 5202--National Board Certification Reimbursement

-----Original Message-----

From: Cakburke@aol.com [mailto:Cakburke@aol.com]
Sent: Sunday, August 01, 2004 4:51 PM
To: rtinder@access.k12.wv.us
Subject: Comments Concerning Policy 5202--National Board Certification Reimbursement

'126-136-23 Reimbursement, Retention, Recruitment

It is my opinion that full reimbursement should be granted to teachers that COMPLETE the National Board Certification process, not only to those that certify.

During every training session that I have attended over the past several years, NBPTS Certification has been endorsed and we have been told how important this process is in WV. If successful, I would be the first teacher to become certified in my county and would then be able to assist others in the Northern Panhandle to complete this process. To now say that teachers must be certified in order to receive reimbursement will only serve to discourage teachers from attempting the process.

I recently began the arduous process of completing the application to become a National Board Certified Teacher, with the assumption that I would be fully reimbursed for COMPLETING the process, NOT FOR CERTIFYING. I was assured that teachers working on their certification during this academic year would not be affected by this policy and I would not have attempted this had I known that the possibility existed that I would not be reimbursed for my year-long professional development activities. I also question the fact that this policy in effect, will be retroactively applied to the teachers who are currently working on their certification.

Every teacher that I have spoken to that has completed the process, both successfully and unsuccessfully, has stated what a positive impact the process itself has had on their teaching, not just certifying. If it is the state's intention to encourage teachers to attempt to achieve NBPTS Certification, then full reimbursement should be given once the process has been COMPLETED.

Cynthia Burke

Home Address:
46 Redwood Lane
Wheeling, WV 26003
(304) 232-3617

School Address:
Sherrard Junior High
1000 Fairmont Pike
Wheeling, WV 26003
(304) 233-3331

Sherrard

Karen L. Huffman, Ed. D.

From: Sharon Clagett [sharonclagett@hotmail.com]
Sent: Wednesday, August 18, 2004 4:49 PM
To: khuffman@access.k12.wv.us
Cc: johnsonlowell@charter.net
Subject: Policy 5202

Dear Ms. Huffman,

I have worked as a speech-language pathologist in the public schools of West Virginia for 20 years. Using speech assistants appropriately is a concern for me. I feel that a speech assistant should never be hired to replace an SLP, which the current wording implies. The wording: (18.13) "No speech assistant may be hired in place of a fully certified speech-language pathologist unless none has applied for the job," needs to be changed to read "No speech assistant may be hired in place of a fully certified speech-language pathologist."

I am also concerned that the current wording allows speech assistants to easily be rehired, without a good faith effort on the part of the superintendent to try to hire/recruit a fully certified Master's level SLP.

I would suggest the following wording changes for Section 9.23 B. Renewal of authorization for speech assistant

"c. Recommendation of superintendent - receive the recommendation of the county superintendent in the county in which the applicant is employed verifying that the position was posted and that a good faith effort to recruit and hire appropriately and adequately trained personnel (Master's level Speech-Language Pathologist) was undertaken, documented and submitted fully certified speech-language pathologist applied for the position."

In addition, if a speech assistant is allowed to have their own caseload, as current WVDOE guidelines allow, then those individuals (under IDEA regulations) need to be enrolled in a program to make "satisfactory progress toward completing applicable coursework necessary to achieve the highest entry level academic degree (Master's degree in Speech-Language Pathology in West Virginia) within three years.", [34CFR 300.136 (g)]. Saying these speech assistants are only hired on a one-year contract and so do not fall under IDEA regulations is merely sidestepping a critical issue. The policy does allow speech assistants to be rehired, and if they are rehired year after year, then they need to follow IDEA.

The Guidelines provided by the DOE which allow speech assistants to have their own caseloads also deeply concerns me. No other states permit this in their policies. Since the supervising SLP has the ethical responsibility for the assistant's caseload, I feel that Policy 5202 should be amended to reflect Federal IDEA Guidelines:

1. IDEA provides that a state may allow paraprofessional and assistants to be used to assist in the provision of special education and related services. It is not the intent of IDEA that such personnel be service providers with their own caseload, therefore it is recommended that speech assistants be hired to ASSIST the supervising speech-language pathologist with the provision of services to his or her caseload as defined in the speech assistants scope of responsibilities. Wording needs to be included that states, "A speech assistant can only be hired to assist a SLP in management of their existing caseload."

The supervising SLP bears the entire ethical responsibility for the speech assistants performance. Based on that I believe that the following changes should be made to the guidelines:

"It is recommended that supervisory requirements be mutually agreed upon by the supervising speech-language pathologist and the special education administrator. The supervising speech-language pathologist should be given broad latitude in developing the supervisory requirements

and significant adjustments to his or her own caseload in order to provide the dedicated work time required for supervision."

In my time working in West Virginia Schools there was a time when counties wanted to put persone with regular education degrees from their substitute lists in the job of an SLP after they were given "a therapy kit." I hope that the WVDOE and ultimately the parents of children receiving services will make sure that a speech assistant is not that kind of "substitute" for a Master's certified speech-language pathologist.

I urge you to consider adopting the above changes to insure quality of service in the schools of West Virginia.

Sincerely,

Sharon Clagett, M.A. CCC-SLP
Lumberport Elementary/ Harrsion County

Karen L. Huffman, Ed. D.

From: Carol Egnatoff [cegnatoff@msn.com]
Sent: Wednesday, August 18, 2004 5:11 PM
To: khuffman@access.k12.wv.us
Subject: Policy 5202

Ms. Huffman:

Please accept my comments in support of proposed revisions to Policy 5202 of the WV Department of Education.

I support the amendment to expand recognition of certification in gifted education to K-12 or K-Adult. I believe this recognizes that gifted children are often many "ages" at once: intellectual, physical, and emotional, among others. I also believe this will allow administrators the greatest flexibility in utilizing their highly qualified staff members. It will permit school systems to configure their programs based on age level, or to provide for continuity between elementary and middle school, for example.

I also support a provision that allows individuals currently qualified as teachers, including individuals whose initial qualification was based upon a degree in their specialty area, to qualify as teachers of gifted upon completion of appropriate training and credentialing. I believe that individuals who have taught in special education, for example, should be able to enter programs leading to certification in gifted education.

Thank you for the opportunity to comment.

Sincerely,

Carol A. Egnatoff, JD, RN [parent]
2174 Oakridge Drive
Charleston, WV 25311

RESPONSE FORM

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

Directions: Please use this form to comment on proposed amendments to Policy 5202

Individual/Organization: Tonya Ferguson

Mussleman Middle School

Address: 8784 Winchester Avenue

Bunker Hill, WV 25413

§126-136-23 Reimbursement, Retention, Recruitment

It is my opinion that full reimbursement should be granted to teachers that **COMPLETE** the National Board Certification process, not only to those that certify. During every training session that I have attended over the past several years, NBPTS Certification has been endorsed and we have been told how important this process is in WV. To now say that teachers must be certified in order to receive reimbursement will only serve to discourage teachers from attempting the process. I recently registered to begin the process of achieving NBPTS Certification, with the assumption that I would be fully reimbursed for **COMPLETING** the process, **NOT FOR CERTIFYING**. Every teacher that I have spoken to that has completed the process has stated what a positive impact the process itself has had on their teaching, not just certifying. If it is the state's intention to encourage teachers to attempt to achieve NBPTS Certification, then full reimbursement should be given once the process has been **COMPLETED**.

From: Tom and Mary Glass [glassm13@verizon.net]

Sent: Wednesday, August 18, 2004 10:00 AM

To: Karen Huffman

Subject: Policy 5202

Dr. Huffman,

I am pleased to see that gifted certification may be extended to cover all grade levels. This will be very helpful to those counties with low enrollments.

Mary Glass

§126CSR136

RESPONSE FORM

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

Directions: Please use this form to comment on proposed amendments to Policy 5202

Individual/Organization:

James Goff

Address:

401-20th St

Dunbar WV 26064

P. 2 of 3

§126-136-17 Non-United States Citizen

3083

§126-136-18 Appropriate Assignments According to License

§126-136-19 Special Education

Glad to see gifted ed. teachers getting pre-K to Adult cert.
This will bring gifted ed. teachers more in line with
other Sp. Ed. licensures.

Fax Cover Sheet

TO: WVDE
558-7843

From James K Goff
415-2937

Re: Policy 5202 changes

p. 1 of 3

RESPONSE FORM

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

Directions: Please use this form to comment on proposed amendments to Policy 5202

Individual/Organization: Janet Gould
HC 66, Box 19
Romney, WV 26757-9402
Address: 304-822-4040
janetmichael@citlink.net

§126-136-1 General

I found this proposed policy change extremely difficult to follow; no strike-outs for deletions or *italics* for additions. I had to go back and forth between the old policy and the new, which was very confusing as section numbers are different in each.

§126-136-2 Summary

§126-136-16 Out-of-State Applicants

§126-136-17 Non-United States Citizen

§126-136-18 Appropriate Assignments According to License

§126-136-19 Special Education

I am extremely pleased to note the expansion of the gifted certification to include all grade levels (PreK – adult). Interestingly enough Policy 2419 only designates gifted services for students in grades 1-8. This means that any students identified and served prior to first grade will not be funded by the state. This encourages counties to ignore potentially gifted students in grades Pre-K and K, which seems in direct conflict with this section of your policy.

I talked with Dr. Huffman last spring about a problem we had in our county regarding a newly hired teacher from Florida. This teacher was hired to teach gifted. She had taught gifted in FL but was not certified. When she contacted WVU about registering for gifted certification classes she was told that she couldn't because her bachelor's degree was in Special Education LD. According to Dr. Huffman, in WV a gifted certification can only be added to either an elementary or secondary education degree.

I read this policy carefully to see if this was specified. I could find it nowhere. I want to make sure that that requirement changes. We lost an extremely competent teacher of gifted simply because her education degree was in Special Education rather than general education. This is doubly ironic as gifted in WV is under special education. I strongly believe that **any teaching degree** should be acceptable for adding a gifted certification.

§126-136-20 Athletic and Limited Football Trainer

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

RETURN COMMENTS BY AUGUST 18, 2004 TO:

Karen Huffman
Executive Director
West Virginia Department of Education
Building 6, Room 252
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330
or e-mail responses to
khuffman@access.k12.wv.us

NOTE: Please type all responses mailed to the above address.

From: Denise Hogsett [dhogsett@hptservices.com]
Sent: Friday, August 06, 2004 2:20 PM
To: khuffman@access.k12.wv.us
Subject: SLP

Karen Huffman
Executive Director
Office of Professional Preparation

Dear Ms. Huffman,

As a speech-language pathologist working now in the private sector of West Virginia, I am still very apprehensive about using speech assistants appropriately. I feel that a speech assistant should never be hired to replace an SLP, which the current wording implies. The wording: (18.13) "No speech assistant may be hired in place of a fully certified speech-language pathologist unless none has applied for the job," needs to be changed to read "No speech assistant may be hired in place of a fully certified speech-language pathologist."

I am also concerned that the current wording allows speech assistants to effortlessly be rehired, without a good faith effort on the part of the superintendent to try to recruit a fully certified Master's level SLP.

I would propose the following wording changes for Section 9.23 B. Renewal of authorization for speech assistant:

³c. Recommendation of superintendent- receive the recommendation of the county superintendent in the county in which the applicant is employed verifying that the position was posted and that a good faith effort to recruit and hire appropriately and adequately trained personnel (Master's level Speech-Language Pathologist) was undertaken, documented and submitted to the Department of Education by the Superintendent indicating that no fully certified speech-language pathologist applied for the position.²

In addition, if a speech assistant is allowed to have their own caseload, (as current WVDOE guidelines allow, then those individuals (under IDEA regulations) should require to be enrolled in a program to make "satisfactory progress toward completing applicable coursework necessary to achieve the highest entry level academic degree (Master's degree in Speech-Language Pathology in West Virginia) within three years.", [34CFR 300.136 (g)].

Declaring the fact that these speech assistants are only hired on a one-year contract and so do not fall under IDEA regulations is merely sidestepping a critical issue. The policy does allow speech assistants to be rehired. If they are rehired year after year, they should follow IDEA.

I am also concerned about the Guidelines provided by the DOE, which allow speech assistants to have their own caseloads. No other states permit this in their policies. Since the supervising SLP has the ethical responsibility for the assistant's caseload, I feel that Policy 5202 should be amended to reflect Federal IDEA Guidelines:

IDEA provides that a state may allow paraprofessionals and assistants to be used to³ assist in the provision of special education and related services.² It is not the intent of IDEA that such personnel be service providers with their own caseload, therefore it is recommended that speech assistants be hired to ASSIST the supervising speech-language pathologist with the provision of services to his or her caseload as defined in the speech assistants scope of responsibilities. Wording should include the following,³ A speech assistant can only be hired to assist a SLP in management of their existing caseload.²

The supervising SLP bears the entire ethical responsibility for the speech assistants performance. As such, I believe that following changes should be made to the guidelines:³ It is recommended that supervisory requirements be mutually agreed upon by the supervising speech-language pathologist and the special education administrator. The supervising speech-language pathologist should be given broad latitude in developing the supervisory requirements and significant adjustments to his or her own caseload in order to provide the dedicated work time required for supervision.³

I urge you to consider adopting the above changes to insure the continued quality of service deserved in the schools of West Virginia.

Sincerely,

Denise L. Hogsett, MA CCC-SLP, MBA
Administrative Director
HPT Physical Therapy Specialists

From: Mona Bowe [mbowe@access.k12.wv.us]
Sent: Monday, July 19, 2004 9:42 AM
To: Karen Huffman
Subject: FW: [clk@charter.net: Education Requirements]

-----Original Message-----

From: Fernando Ibanez [mailto:fibanez@access.k12.wv.us]
Sent: Monday, July 19, 2004 8:21 AM
To: mbowe@access.k12.wv.us
Subject: [clk@charter.net: Education Requirements]

Concern from a citizen.

----- Forwarded message from Charlie <clk@charter.net> -----
Date: Fri, 16 Jul 2004 22:12:28 -0400 (Eastern Standard Time)
From: "Charlie" <clk@charter.net>
To: <wvde@ACCESS.K12.WV.US>
Subject: Education Requirements

To whom it may concern:

I was at the Central Barbershop this afternoon in Oak Hill to get a haircut. As I was waiting, I read the newspaper. There was a story about the State Board of Education considering shortcuts which would allow certain people with work experience to shortcut the necessary educational requirements to become teachers in shortage areas such as science and math.

I strongly disagree with this proposal. I had to take many education classes in order to be certified to teach in the State of West Virginia. I have had to complete many hours of continuing education in order to teach in the State of West Virginia.

Because an individual has worked in a given field certainly does not mean that that person has the ability to teach and communicate those ideas to others. Knowledge of subject matter is important; however, there are teaching skills and knowledge of human behavior and teaching techniques that are also important in the field of education.

I think that this idea is ridiculous. Please do not make it possible for any single individual to shortcut the process and skip the educational requirements that are necessary in order to qualify an individual to become a teacher in the State of West Virginia.

Please respond to this request and share my thoughts with your colleagues.

Thanks,

Charles L. Kidd
731 Monroe Street
Mount Hope, WV 25880-1327
304-877-2895
clk@charter.net

----- End forwarded message -----

--

Karen L. Huffman, Ed. D.

From: Carolyn Lewis [cjalewis@msn.com]
Sent: Wednesday, August 18, 2004 9:51 PM
To: khuffman@access.k12.wv.us
Subject: Policy 5202 136-23.3

I would like to comment on the policy pertaining to National Board Certification. I believe the wording should continue to be completion not achievement of certification. This is a very strenuous undertaking both financially and mentally. A person should be rewarded for the process as well as the completion. Even if the certification is not achieved the person taking it will be a better teacher for doing it. Teachers will not be motivated to do the program if the change is made and that would be a sad commentary on the improvement of the profession.

Sincerely,

Carolyn Lewis
Title I Reading Specialist
Putnam County Schools

8/19/2004

Karen Huffman,
Executive Director
WVDE, Building 6, Room 252
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330

Dear Board of Education Members,

I am writing with regard to Policy 5202 , Section 126-136-23.3.4

I would like to ask that you maintain the reimbursement program that you have for National Board of Professional Teaching Standards Certification. I am a National Board Certified Teacher. I was certificated during the 1999-2000 year cycle. This month I will start my 34th year teaching. I teach at Lewis County High School. I am a strong believer in the core propositions of the National Board

1. Teachers are committed to students and their learning.
2. Teachers know the subject they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

As professional educators we need to do all we can to strengthen our teaching practices to improve student learning. The National Board Certification process goes a long way toward accomplishment of that goal. The process is as arduous task and many who attempt are not certificated as accomplished on their first attempt. Those who are deemed ☐not yet accomplished☐ have themselves learned a great deal about their teaching practice and will have made improvements to their teaching practice and their students learning.

We need to encourage teachers to attempt National Board Certification. By restricting reimbursement to only those ☐accomplished☐ teachers, I fear that many teachers will not want to gamble with \$1,300. The process is stressful enough without having the additional burden placed on their families, if they fail to become accomplished the first time.

Please reconsider the changes and continue reimbursing all candidates who ☐complete☐ the application process.

Thank You,
J. Mark Lynch, NBCT
Rt. 5 Box 69
Buckhannon, WV 26201
304-472-0702

Comments on Policy 5202 from: Robert P. Mason
Assistant Superintendent
Mineral County Schools
One Baker Place
Keyser, WV 26726

126-136-4 Definitions - HOUSSE option of using the current evaluation form is excellent!

126-136-8 Highly Qualified Teacher – Or Paraprofessional!! - Change the title to reflect content!

8.2.2.b – OK – reading endorsement

8.2.2.d – This section is very confusing – the use of “highly qualified” instead of “qualified” would help. Also, it is very confusing having 2 definitions of paraprofessional – one having it’s own certification requirements and the other including a person who is actually an Aide II.

A. Strike the 1st sentence

B. OK, except change “qualified” to highly qualified”

C. “Highly Qualified” Paraprofessional (includes persons classified as Paraprofessional, Aide I, II, III, and IV) otherwise OK, except for d, last sentence – change competency exam for paraprofessionals to aides

D. This statement implies there is a separate Paraprofessional exam. Should the statement in 12.1.3h (p. 60), “Paraprofessionals who have taken and passed the current state competency exam for aides . . . ,” be included here?

126-136-9 General Requirements, Degrees and Dates for Licensure – Flexibility – excellent!

126-136-12 Paraprofessional - 1. 12.1.1 should “Permanent” be added to Paraprofessional?
2. Shouldn’t i be B with a-h being A? Is the Teaching Certificate in-lieu-of the 36 hours or just the Assessment?
3. In i why only expired? Why couldn’t it be active or expired?
4. I believe the Paraprofessional Certificate should be based on or given an option of the completion of 48 hours or AA Degree in-lieu-of the 36-hour program.

126-136-15 Alternative Routes to Certification – Excellent!!!! This type of option is essential to providing the best teachers for our students in the future. The prospective teachers involved generally have more content training than that regular teacher education programs provide. We have more areas in secondary education than every before that we do not have certified applicants, e.g., Physics, Foreign Languages, etc. Alternative education programs allow us the opportunity to hire people with highly qualified content background who do not currently hold teacher certification.

126-136-16 Out-of-State Applicants – OK – we would like to see the out-of-state Eligibility Certificates issue addressed.

126-136-18 Appropriate Assignments According to License – 18.13 OK

126-136-20 Athletic and Limited Football Trainer – 20.3 last sentence – may be renewed – add “annually”
20.5.1 strike “~~with a closing date of May 1 or earlier~~” or
add “if possible” – A “no-options” statement like this is
simply not practical and cannot meet every circumstance
that will arise in all 55 counties, including resignations, etc.

126-136-23 Reimbursement, Retention, Recruitment – OK

***I’m not sure where this belongs, but there should be some provision for a teacher who has an expired certificate and is apply for employment. In some cases, they may well be the most qualified candidate, but they are treated as though they have no education or experience whatever.

Karen L. Huffman, Ed. D.

From: Maxwell, Anita [WV] [Anita.Maxwell@nea.org]
Sent: Wednesday, August 18, 2004 2:19 PM
To: khuffman@access.k12.wv.us
Subject: Comments on Policy 5202

Comments submitted regarding Policy 5202

In Section 126-136.23.3.4 relating to the Reimbursement Schedule for National Board Certification, it states. "Beginning July 1, 2005, program completion will be considered achieved at the time that board certification is granted." 2004-2005 NBC candidates will have completed and submitted all requirements by the end of June 2005, but will not be notified by NBPTS at the earliest until the end of November or December 2005.

This means 2004-2005 candidates will be unfairly penalized if they do not achieve National Board Certification due to notification dates currently set by the NBPTS and the July 1, 2005 proposed reimbursement rule change. Candidates will have started and completed the process within the guidelines for reimbursement currently in place, but may not receive reimbursement for the second half of their fees because their "notification" date falls under the new proposed rule changes. Because this policy was not placed on comment until after school was out, many educators may not have been aware of the pending changes. In fairness to the 2004-2005 candidates and other potential candidates, more time must be spent making all teachers aware of the proposed changes. If this change must be made, which may hinder future candidates from attaining the financial assistance as is currently available) the date should read **July 1, 2006**.

Anita Maxwell

WWEA Communications and Instructional Issues Specialist

Only the individual sender is responsible for the content of the message, and the message does not necessarily reflect the position or policy of the National Education Association or its affiliates.

8/19/2004

Karen L. Huffman, Ed. D.

From: Emily C. Meadows [emeadows@access.k12.wv.us]
Sent: Wednesday, August 18, 2004 4:34 PM
To: khuffman@access.k12.wv.us
Subject: 5202

I have been so swamped that I haven't had a chance to send comments. We got together as PD's and reviewed the policy draft. I believe several of them sent comments.
I have some big concerns:

1) having lived daily with 5202 for the last 15 years, I have seen many changes to this policy. there always seems to be something no one thought about until a particular provision had to be utilized. Then we became paralyzed by the policy. There are too many sweeping changes to make so quickly. I do not feel we are ready to finalize this policy at this time. We need to extend the comment period.

2) Some of our proposals are contrary to state law. 2 examples: we seem to freely interchange the words "accredited" and "regionally accredited". They are separately used in code and defined in 5202. I have each of them marked (I think). The new provision about granting cert to out of state app's with valid cert does not contain the words, "Notwithstanding any other provisions to the contrary...." in it. for this reason, I do not think we can grant permanent cert to someone from out of state who has perm out of state license. The code outlines how to get a perm WV license. I think we can only grant an initial license and the person jump the statutorily outlined steps for perm license.

I will be at the meeting Mon 23rd,
Em

Outgoing mail is certified Virus Free.
Checked by AVG anti-virus system (<http://www.grisoft.com>).
Version: 6.0.740 / Virus Database: 494 - Release Date: 8/16/2004

8/19/2004

RESPONSE FORM

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

Directions: Please use this form to comment on proposed amendments to Policy 5202

Individual/Organization: Norma Miller, _____

Division of Adult and Technical Education Services _____

Address: WVDE _____

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On page ii, 126-136-11.3.2. The second "Permit" is redundant. The entry should read, "Conditions for Issuance of the First-Class/Full-Time Permit for Career/Technical Education."

On page iii, 126-136-11.3.2.f. Remove the "(Public Service Training)". This is not the public service training Emergency Services certification. The public service training falls under 11.7.4-7.

§126-136-1 General

§126-136-2 Summary

§126-136-3 Purpose

§126-136-4 Definitions