

WEST VIRGINIA  
SECRETARY OF STATE

JOE MANCHIN, III

ADMINISTRATIVE LAW DIVISION

Form #5

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2003 MAY 19 P 3:29

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 §§18-2-5, 18-10E-1, 18A-2-9, 18A-3-1, 18A-3-1a, 18A-3-3a, 18A-3-6, 18A-3-7, 18A-3-10, 18A-4-4 and 18A-4-20.

RULE TYPE: PROCEDURAL \_\_\_\_\_ INTERPRETIVE \_\_\_\_\_

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

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

AMENDMENT TO AN EXISTING RULE: YES X NO \_\_\_\_\_

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 136

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

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: \_\_\_\_\_

TITLE OF RULE BEING PROPOSED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS June 18, 2003.

  
\_\_\_\_\_  
David Stewart  
State Superintendent of Schools

## **EXECUTIVE SUMMARY**

### **MINIMUM REQUIREMENTS FOR THE LICENSURE OF PROFESSIONAL/PARAPROFESSIONAL PERSONNEL AND ADVANCED SALARY CLASSIFICATIONS**

#### **POLICY 5202**

#### **BACKGROUND:**

During the 2002 legislative session, West Virginia Codes §18A-3-31, §18A-4-20, and §30-21-3 were amended which required changes to Policy 5202. During the same period, the Office of Special Education made recommendations for changes to align Policies 5202 and 2419. In addition, the federal No Child Left Behind Act (NCLBA) provided a definition of highly qualified teacher/paraprofessional that has been included in the revised policy. The revised policy has been discussed with the West Virginia Commission for Professional Teaching Standards, the Teacher Education Advisory Council and various offices in the West Virginia Department of Education.

Revisions to Policy 5202 were made in the following areas:

- alignment of language in Policies 5202 and 2419 with regard to special education;
- definitions of highly qualified teacher and paraprofessional to comply with NCLBA;
- provision for an additional endorsement for an individual who holds one or two endorsements in specific learning disabilities, behavior disorders, or mentally impaired-mild moderate;
- issuance of a full time permit for persons employed in a community program as defined in Policy 5202;
- provision for temporary authorization of a Speech Assistant in situations in which no fully certified speech-language pathologist has applied for an available position

#### **PURPOSE:**

The West Virginia Board of Education recognizes the primary purpose of licensure is to assure the public that educators and paraprofessionals are highly qualified and meet established levels of competence in order to deliver an appropriate and effective educational program to the state's public school students.

#### **IMPACT:**

The requirements established in this policy reflect an effort to balance the need for maintaining high standards for licensure with the need to allow a reasonable amount of flexibility in order to respond to identified areas of teacher shortage in local school systems.

**TITLE 126  
LEGISLATIVE RULES  
BOARD OF EDUCATION**

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

**(REPLACEMENT RULES)**

**POLICY §126-136  
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**TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION**

**FILED**

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

2003 MAY 19 P 3:29

OFFICE WEST VIRGINIA  
SECRETARY OF STATE

**§126-136-1. General.**

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

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

1.3. Filing Date. - May 19, 2003.

1.4. Effective Date. - June 18, 2003.

1.5. Repeal of Former Rule.-This procedural amends W. Va. 126CSR136, West Virginia Board of Education Policy 5202, "Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications" filed and effective February 18, 2000 and repeals W. Va. 126CSR135, West Virginia Board of Education Policy 5201, Licensure for the Teaching of Reading filed and effective July 23, 1992.

**§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 to educators and paraprofessionals who wish to work in West Virginia's public schools. They also outline the requirements for educators who wish to qualify for an advanced salary classification. Important terminology is defined, governing principles are identified, and the criteria for issuance of each license and salary classification are established.

**§126-136-3. Purpose.**

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

student support services and/or administration.

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

#### **§126-136-4. Definitions.**

4.0. A.A. - An associate's degree from an accredited institution of higher education as defined in §125-136-4.2 which has been issued to, or for which the requirements for such have been met by, a person who qualifies for or holds a Paraprofessional Certificate or Full-Time Permit for Community Programs.

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

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

4.3. 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 degree.

4.4. 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.

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

4.6. Appeal. - A written request submitted by an individual for an appeal of a denial for cause based on the provisions of §126- 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.

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

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

4.9. Beginning Educator Internship. - A state sanctioned program of continuing professional development for classroom teachers designed to assist the educator during the first year or two of employment by providing a mentor to guide her/him during the transition to a new job assignment.

4.10. Board of Education. - A legally constituted entity including a county board of education, the West Virginia Schools for the Deaf and the Blind, West Virginia Department of Education, hereinafter WVDE, a regional education service agency or any non-public school or school system in West Virginia.

4.11. Community Programs. - Community programs are those early childhood education services provided in natural environments for children ages 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.

4.12. Conversion. - The process of an educator completing requirements to upgrade from the Provisional Professional Certificate valid for three years to the Professional Certificate valid for five years.

4.13. Core Curriculum Areas. - The Core Curriculum Areas 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" federal law.

4.14. County Superintendent.- The chief administrative officer of a county board of education, the West Virginia Schools for the Deaf and the Blind, the WVDE, a regional education service agency, Jobs for West Virginia Graduates, or any non-public school or school system in West Virginia.

4.15. Day. - Calendar day.

4.16. 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.

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

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

4.19. Educator. - Shall mean the same as "teacher" as defined in W. VA. Code §18-1-1.

4.20. 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.

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

4.22. GED. - General Educational Development Certificate.

4.23. Graduate Credit. - Credit beyond the bachelor's level earned at an accredited institution of higher education as defined in §126-136-4.2 approved to offer graduate credit.

4.24. 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.

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

4.26. Highly Qualified. - By 2002-2003 all Title I schools must begin hiring highly qualified teachers as defined by the No Child Left Behind Act. Each county must set a measurable goal for increasing the number of highly qualified teachers in the core curriculum area (English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history and geography). By the end of the 2005-2006 school term West Virginia's goal is that all teachers will be highly qualified.

a. Highly Qualified Title I Reading Specialist - According to the No Child Left Behind guidelines, a Title I reading specialist is considered highly qualified if he/she holds certification in elementary education or multi-subjects. WVBE requires a master's degree in reading specialist or completion of a graduate level reading specialist program to be eligible for an assignment as a reading specialist.

b. Highly Qualified Teacher. - A teacher who meets WVBE requirements for the professional teaching certificate is considered highly qualified.

c. Highly Qualified Vocational Teacher. - Vocational teachers who teach any core academic course as defined in the No Child Left Behind Act are required to meet the definition of highly qualified teacher.

d. Highly Qualified Special Education Teacher.- A special education teacher who is responsible for providing instruction and course credit for any course included in the No Child Left Behind defined core curriculum for students with exceptionalities must meet state certification requirements in order to be considered highly qualified. The No Child Left Behind Act requires that all teachers be highly qualified by 2005-2006. If a special education teacher does not hold the appropriate content specialization, he or she must collaborate in the planning and delivery of instruction with a teacher (s) who hold the appropriate content specialization.

e. Highly Qualified Paraprofessional. - The No Child Left Behind Act (NCLBA) requires all paraprofessionals providing instructional support in a program or school receiving Title I funds to be highly qualified by 2005-2006. NCLBA criteria for being considered a highly qualified paraprofessional require the completion of:

A. College Coursework. - The applicant must have completed at least two years (48 semester hours) of study at an accredited institution of higher education; **OR**

B. College Degree. - The applicant must have obtained an associate degree or higher from an accredited institute; **OR**

C. 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.

4.27. Initial License. – The first license issued to an individual by the W. Va. under Policy 126-136 or Policy 126-92.

4.28. Institution of Higher Education. - An accredited college or university.

4.29. 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.

4.30. Licensing Agency. - WVDE.

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

4.32. 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.

4.33. M.A. - A master's degree related to the public school program earned at an accredited institution of higher education as defined in §126-136-4.2 approved to offer graduate work, which has been issued to, or the requirements for which have been met, by a person who qualifies for or holds a Professional Certificate or its equivalent.

4.34. M.A. Plus 15. - A master's degree related to the public school program earned in an accredited institution of higher education as defined in §126-136-4.2 plus 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.

4.35. M.A. Plus 30. - A master's degree related to the public school program earned in an accredited institution of higher education as defined in §126-136-4.2 plus 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.

4.36. M.A. Plus 45. - A master's degree related to the public school program earned in an accredited institution of higher education as defined in §126-136-4.2 plus 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.

4.37. Mentor. - An experienced classroom teacher who is assigned to assist and support the beginning educator during the beginning educator internship.

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

4.39. 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.

4.40. 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.

4.41. Professional Certificate or Its Equivalent. - The Professional Teaching Certificate, Professional Service Certificate, Professional Administrative Certificate, Vocational Certificate, Temporary Professional Teaching Certificate, Temporary Professional Service Certificate, Temporary Professional Administrative Certificate, Temporary Vocational Certificate or the Permanent Authorization for School Nurse. For salary purposes only, all Temporary and Permanent Authorizations shall be considered equivalent to the Professional Certificate.

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

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

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

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

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

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

4.48. Short-Term Substitute. - A licensed educator who temporarily replaces, for 10-30 or fewer consecutive instructional days, the person assigned to that position.

4.49. 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.

4.50. 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.

4.51. State Board . - WVBE.

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

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

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

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

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

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

4.58. Vocational M.A. Plus 30. - Completion of the coursework for issuance of the Vocational Certificate plus 60 semester hours of approved undergraduate coursework from a regionally accredited institution of higher education as defined in §126-136-4. 39. A vocational educator who

holds a permanent Vocational Certificate and a bachelor's degree may qualify for the M.A. Plus 30 salary classification.

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

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

4.61. West Virginia Commission for Professional Teaching Standards. - The official body representative of the educational community that is responsible for 1) reviewing and recommending to the 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. Legal Basis for Licensure.**

#### **5.1. WVBE.**

5.1.1. 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).

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

#### **5.2. State Superintendent of Schools.**

5.2.1. Issuance of Licenses. - In accordance with 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).

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

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

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

5.2.4 Hearings and Appeals. - An individual whose license has been revoked, suspended, or denied for cause may request an appeal in accordance with WVBE Policy 1340, Rules of Procedure for Administrative Hearings and Appeals.

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

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

6.1.1. Educator. - The educator shall:

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

b. Consult with County Superintendent or Professional Designee. - Each employed educator shall select, in consultation with the county superintendent or professional designee, the college/university 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 he/she 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.

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 a 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 shall recommend the applicant for renewal of her/his Professional Certificate.

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

6.1.2. County Superintendent. - The county superintendent shall:

a. Counsel Employees. - The county superintendent or professional designee is encouraged to advise employed educators regarding licensure requirements and to inform each educator concerning her/his professional responsibility for maintenance of her/his license, additional endorsements and/or advanced salary classifications, including the procedures by which these

processes are completed. County superintendents are encouraged to notify employees at least one year in advance of the date the employees' license(s) must be renewed.

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

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

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

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

#### 6.1.3. Licensing Agency. - The licensing agency shall:

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

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

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

d. Waiver Requirements. - The state superintendent of schools shall have the authority to waive licensure requirements in a situation where he/she judges, after thorough investigation, that the applicant's knowledge, preparation and/or experience are adequate to justify such waiver. If the waiver request could result in the extension of a license or the issuance of a new license, the request must be accompanied by the appropriate application and the 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 to be forwarded to the West Virginia Commission for Professional Teaching Standards 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.

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

### **7.1. Categories of Licenses.**

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

### **7.2. Licenses for Professional Educators.**

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

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

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

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

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

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

7.2.7. Authorization. - The Authorization may be issued under criteria established by

the WVBE to an individual who does not meet criteria for any of the above licenses or who is assigned to a position for which a specialization on the Professional or Vocational Certificate does not exist. A Temporary or Permanent Authorization which requires a Professional Certificate as a prerequisite shall be valid provided the Professional Certificate remains valid.

### 7.3. Licenses for Service Personnel.

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

### 7.4. Specializations.

7.4.1. Approved specializations offered at West Virginia institutions of higher education are found in Appendix A.

7.4.2. In addition to approved specializations offered at West Virginia institutions of higher education, the following specializations recognized on an out-of-state certificate or for which the candidate completed a state approved program through an out-of state accredited institution of higher education shall be recognized on the West Virginia certificate provided the candidate meets the requirements for issuance of the Professional or Temporary Certificate: earth/space science, economics, general physical science, geography, history, and political science.

### 7.5. Approved Grade Levels.

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

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

### 7.6. Salary Classifications.

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

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

8.1. Dating of Licenses, Additional Endorsements, Advanced Degrees and Advanced Salary Classifications.- The effective date of the license, additional endorsement, advanced degree or advanced salary classification shall be the date of the applicant's eligibility provided the application is received by the licensing agency within three months after the date of eligibility. When the application is received by the licensing agency more than three months after the date of the applicant's eligibility, the effective date shall be three months prior to the date the application is received by the licensing agency. 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.

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

### **126-136-9. Assignment of Professional Personnel.**

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

9.2. Assignment One Grade Above or Below. - Effective July 1, 1998, professional personnel newly assigned to a position will not be allowed to teach one grade level above or below the grade levels reflected on their license unless he/she was granted an Authorization under previous policy. The Authorization is valid only within the county from which the recommendation was issued.

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

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

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

9.6. Special Education. - Personnel newly assigned as special education teachers may assume the following roles:

9.6.1. The special education teacher has three distinct roles: 1) collaborative co-teaching with a general education teacher to implement the IEPs of students with exceptionalities whose placement is Regular Education: Full Time; 2) providing academic and/or behavioral support to students with exceptionalities whose placement is Regular Education: Part Time by delivering instruction in content standards and instructional objectives as specified in the students' IEP; or 3)

delivering the content standards and instructional objectives to students with exceptionalities whose placement is Special Education: Separate Class. This is in accordance with Policy 2419 and how students receive services and how caseloads are calculated.

9.6.2. A special education teacher may collaborate and/or co-teach with the regular education classroom teacher to deliver, direct or indirect, support services to a student(s) with exceptionalities. The special education teacher may also provide support services to the regular classroom teacher on behalf of the student(s) when the student's IEP stipulates the appropriate placement for the student is in Regular Education: Full time. The special education teacher's primary assignment is to assist in the modification of instruction, materials, and methods to accommodate the student with exceptionalities as specified in his or her IEP. The special education teacher must hold a special education specialization consistent with the student's primary disability.

9.6.3 A special education teacher may provide direct or indirect support to a student(s) with exceptionalities whose placement is Regular Education: Part Time by delivering instruction in the content standards and instructional objectives as specified in the student's IEP. The special education teacher must hold a special education specialization consistent with the student's primary disability.

9.6.4. A special education teacher may deliver direct support to students with exceptionalities whose placement is Special Education: Separate Class by delivering instruction in the content standards and instructional objectives as specified in the students' IEP. The special education teacher must hold a special education specialization consistent with the students' primary disability. If the special education teacher does not hold the appropriate content specialization, then he or she must collaborate in the planning and delivery of instruction with a teacher(s) who holds the appropriate content specialization.

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

9.8. Assignment of Elementary or Multisubjects Teachers. An educator newly assigned to teach in a departmentalized seventh and/or eighth grade setting beginning with the 2000-2001 school year must hold the content specialization for her/his 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 the appropriate permanent authorization granted under previous policy provisions. An elementary education teacher may be assigned to a departmentalized setting below seventh grade without securing an Authorization.

9.9. 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.

9.10. 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.

9.11. Substitute Waivers.

9.11.1. Substitute Waivers.-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 of schools. The written waiver request must indicate the efforts that were made to employ a fully qualified candidate. The state superintendent of schools may grant the waiver if the circumstances warrant such approval. However, the county superintendent must continue to seek the services of an educator with the appropriate endorsement(s) and place this individual in the position at a time determined to be in the best interest of the students.

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~~9.11.2. Severe Substitute Shortage.- Under extenuating circumstances, a county superintendent may request a waiver to §126-136-16.1.3., §126-136.16.2.3, or §126-136.21.1.3. which specifies that eighteen clock hours of training must 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 §126-136-16.1.3. and within the first semester of employment.~~

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

9.12.1. 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.

9.12.2. 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 board of education.

9.13. 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 he/she secures an Authorization for grades Birth-Adult. The Authorization shall be valid in any county in West Virginia.

9.14. Assignment of English as a Second Language (ESL) Teachers.-An English as a Second Language (ESL) teacher may 1) Deliver the instructional support service 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 services 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 instructional goals and objectives in the regular education program or alternative language program to students with severely limited English proficiency when the student's assessment indicates he/she 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 instructional goals and objectives in the regular education program, he/she must collaborate with the regular or vocational teacher to ensure that the LEP student receives the instructional goals and objectives in the regular education program.

9.15. 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.

9.16. 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** a Provisional Professional Teaching Certificate, Professional Teaching Certificate, or its equivalent.

9.17. Assignment of School Administrators and Supervisors. The following school administrators and supervisors assigned to serve students identified in the left column may be assigned to provide services to students listed in the right column provided they secure the appropriate authorization.

|                                      |                    |
|--------------------------------------|--------------------|
| Superintendents K-12 or 1-12         | PreK-Adult         |
| Principals K-8 or 1-8                | PreK-8             |
| Principals K-9 or 1-9                | PreK-9             |
| Principals 7-12 or 5-12              | 7-Adult or 5-Adult |
| Supervisors General Instruction K-12 | PreK-Adult         |

9.18. Assignment of Teachers. The following teachers assigned to serve students identified in the left column may be assigned to provide services to students identified in the right column provided they secure the appropriate authorization.

|                                 |            |
|---------------------------------|------------|
| Art K-12 or 1-12                | PreK-Adult |
| Art 1-9                         | PreK-9     |
| Health 1-12 or K-12             | PreK-Adult |
| Music K-12 or 1-12              | PreK-Adult |
| Music 1-9                       | PreK-9     |
| Physical Education K-12 or 1-12 | PreK-Adult |

|                                 |            |
|---------------------------------|------------|
| Physical Education 1-9          | PreK-9     |
| Reading Specialist K-12 or 1-12 | PreK-Adult |
| Reading Specialist 1-9          | PreK-9     |
| Hearing Impaired K-12           | PreK-Adult |
| School Library/Media K-12       | PreK-Adult |

9.19 Assignment of Student Support Services. The following school support service personnel assigned to provide services to students identified in the left column may be assigned to provide services to students listed in the right column provided they secure the appropriate authorization.

|                         |                    |
|-------------------------|--------------------|
| Counselors K-8          | PreK-8             |
| Counselors K-9          | PreK-9             |
| Counselors K-12         | PreK-Adult         |
| Counselors 1-9          | PreK-9             |
| Counselors 7-12 or 5-12 | 7-Adult or 5-Adult |

|                                         |            |
|-----------------------------------------|------------|
| Speech and Hearing Therapy K-12 or 1-12 | PreK-Adult |
| Speech and Hearing Therapy 1-9          | PreK-9     |
| Educational Audiologist K-12            | PreK-Adult |
| Speech Language Pathologist K-12        | PreK-Adult |
| School Nurse K-12                       | PreK-Adult |
| Speech Therapy 1-12                     | PreK-Adult |
| School Psychologist K-12 or 1-12        | PreK-Adult |
| School Services/Attendance K-12         | PreK-Adult |

9.20. Assignment of Teachers certified 7-12 or 5-12. Teachers assigned to serve students in grades 7-12 or 5-12 may be assigned to serve students in grades 7-Adult or 5-Adult provided they secure the appropriate authorization.

9.21. 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.

9.22. 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.

9.23. 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 and those teachers assigned to serve students in grades 1-12 or K-12 may

be assigned to service students in grades 1-Adult or K-Adult provided they secure the appropriate authorization.

#### **§126-136-10. Out-of-State Applicants.**

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

10.2. Recognition of Out-of-State Licenses. - West Virginia will issue a Professional or Vocational Certificate to an eligible applicant who holds an out-of-state license equivalent to the Professional or Vocational Certificate or to an eligible applicant who has completed an out-of-state approved program in any approved specialization offered at a West Virginia institution of higher education and the following specializations recognized in the other state providing all other requirements have been satisfied: earth/space science, economics, general physical science, geography, history, and political science. Until the current system of separate special education endorsements for behavior disorders, mentally impaired and specific learning disabilities endorsements is replaced by a multi-categorical endorsement, an individual who completed a state approved multi-categorical or non-categorical special education program at an accredited out-of-state institution of higher education as defined in 126-136-4.2 shall receive the categorical special education endorsement(s) in the exceptionalities covered by the multi-categorical or non-categorical specialization provided the applicant meets all other requirements and documents a performance assessment or one year of experience in each of the areas covered by the multi-categorical or non-categorical specialization. However, endorsements in mentally impaired mild/moderate, behavior disorders and specific learning disabilities may be granted on the West Virginia certificate provided all three areas are covered by the multi-categorical or non-categorical specialization and the applicant documents a performance assessment or one year of experience in any one of these areas. An endorsement for severely/profoundly handicapped or developmentally delayed requires documentation of a performance assessment or one year of experience in the specialization for which licensure is requested.

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

#### **§126-136-11.Reimbursement for Educators.**

##### **11.1. Tuition Reimbursement for Educators.**

11.1.1. General Criteria. - An educator may apply for tuition reimbursement under the provisions of §126-136-11.2 or §126-136-11.3 provided he/she: 1) holds either a valid West Virginia certificate or first class permit for full-time employment and 2) applies for reimbursement no later than July 15 of the school year immediately following the school year in which the coursework was completed. Educators are encouraged to apply upon the completion of the coursework due to the limited funds available for tuition reimbursement.

## 11.2. Reimbursement for License Renewal

11.2.1. Criteria.- An educator may apply for tuition reimbursement provided he/she: 1) is employed on a continuing contract and in a public school in West Virginia; 2) has a license which needs to be renewed; and 3) has completed appropriate college/university coursework for the renewal of the license.

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

## 11.3. Reimbursement for Additional Endorsement in a Shortage Area.

11.3.1. Criteria.- An educator may apply for tuition reimbursement provided he/she: 1) seeks an additional endorsement in a shortage area as defined by §126-136- 4.47 2) has completed appropriate college/university coursework within the approved program for the endorsement area with at least a 3.0 GPA; and 3) is employed in the public schools in West Virginia.

11.3.2. Limitations.- Only the cost for tuition of college/university credit used for the additional endorsement may be reimbursed. Reimbursement for an educator who attends an out-of-state institution of higher education or a private institution of higher education may not exceed the amount of the highest corresponding fee charged at a West Virginia state-supported college or university. Funds for reimbursement are subject to an annual allocation by the WVDE. Individuals are reimbursed on a first come, first served basis.

## 11.4. Moving Expenses for Teachers

11.4.1. General Criteria.- A teacher may apply for moving expenses under the provisions of §126-136-11.4 provided: 1) the teacher's position was eliminated as part of a reduction in force by a West Virginia county board of education; 2) the teacher has secured employment for a West Virginia county board of education in another county; 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; 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 county superintendent; and 5) it would be impractical for the teacher to maintain his or her previous residence as a result of his or her employment.

11.4.2. 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.

11.4.3. 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; 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.

#### **§126-136-12. Recognition of Degrees and Coursework for Licensure, Renewal and Advanced Salary Classifications.**

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

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

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

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

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

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

#### **§126-136-13. Common Licensure Requirements.**

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

### 13.2. Grade Point Average.

13.2.1. For Issuance of an Original License. - A minimum overall grade point average of 2.5 for all college/university 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 grade point average requirement.

13.2.2. For Issuance of Additional Endorsements. - For an individual who already holds a West Virginia Professional Certificate, the 2.5 grade point average will be required only in the area(s) for which additional licensure is being requested. All required and elective courses completed for the endorsement shall be used in computing the grade point average regardless of the date of completion.

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

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

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

13.4. Federal Bureau of Investigation Fingerprint Background Check for Initial Licensure. -All applicants for initial licensure whose applications are received by the WVDE on or after January 1, 2002 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 just cause as per W. Va. Code §18A-3-2a and §18A-3-10.

13.5. 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.

13.6. Disclosure Provisions.-Information maintained by the state department 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 which does not identify the individuals involved or provide personal information is not prohibited.

13.7. 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. Effective March 1, 2000, the processing fee for each application received by the licensing agency shall be \$15.00. Applicants for initial licenses shall submit a fee of \$49 which shall pay for a Federal Bureau of Investigation fingerprint background check and a West Virginia Criminal Bureau of Investigation fingerprint background check as per W. Va. Code §18A-3-10, and the processing fee.

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

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

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

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

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

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

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

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

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

e. National Board for Professional Teaching Standards Certificate.- A valid certificate from the National Board for Professional Teaching Standards in a specialization comparable to those listed in Appendix A or 126-136-7.4.2 **OR**

f. Valid Certificate Issued by Other States.- Holds a valid professional certificate issued by another state in the area for which West Virginia licensure is requested; **AND**

g. WVBE Adopted Tests. - Unless identified as an exemption in §126-136-14.1.3.g.D, 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.

D. 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 National Board for Professional Teaching Standards; 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; or 6) successfully completed three years of experience within the last seven years in one or a combination of specialization(s) recognized on a valid out-of-state Professional Certificate is exempt from the Pre-Professional Skills Tests.

(b) Content Specialization. - An individual who: 1) holds certification

through the National Board for Professional Teaching Standards; 2) satisfied a passing score on the appropriate content test in another state; or 3) successfully completed three years of experience within the last seven years in the specialization(s) recognized on a valid out-of-state Professional Certificate and for which West Virginia licensure is requested; or 4) holds a doctorate in the content area for which West Virginia licensure is requested is exempt from the content test(s).

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

E. Validity of Test Scores. - 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.

F. 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.

G. 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 preprofessional skills and professional education components and that a candidate who holds either the Professional Service or Professional Administrative Certificate has satisfied the preprofessional skills component.

H. Substitution of National Evaluation Systems (NES) Content Test in Special Education for Praxis II Special Education: Knowledge-Based Core Principles Test. - 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 Special Education: Knowledge-Based Core Principles Test since it is assumed this content was included in the NES special education content tests.

I. 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 he/she 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, he/she 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 he/she is excused on the basis of criteria outlined in §126-136-14.1.3.g.H.

J. 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 complete 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.

14.2. Renewal of the Provisional Professional Teaching Certificate or Provisional Professional Service 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 §126-136-12.6. The coursework must reflect a 3.0 grade point average and must have been completed subsequent to the issuance of the certificate being renewed and within the five-year period immediately preceding the date of application and meet one or a combination of the following options: 1) Courses towards 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 + 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 state superintendent of schools.

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

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

b. College/University Coursework. - Six semester hours of appropriate college/university coursework reflecting a 3.0 grade point average and related to the public school program as defined in §126-136-12.6 unless the applicant holds a minimum of a MA + 30 salary classification based on the awarding of a master's degree. The 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**

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 Provisional Professional Certificate; **AND**

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

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

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

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

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

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

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

e. Two Renewals. - Renew the Professional Teaching or Service Certificate valid for five years two times based on: 1) six semester hours of appropriate renewal credit reflecting a 3.0 grade

point average; or 2) a minimum of a MA + 30 salary classification based on the awarding of a master's degree; or 3) age sixty; **AND**

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

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

#### 14.7. Temporary Teaching or Service Certificate.

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

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

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

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

b. Foreign Credentials. - Verification by a recognized foreign credential evaluating agency that the applicant has completed the equivalent of an approved educational preparation program in the United States and in a specialization offered in West Virginia, with or without the required tests in Pre-professional Skills, Content and/or Professional Education and that the applicant has completed a degree equivalent to the required degree level in the United States and has earned an overall grade-point-average equivalent to a 2.5 in the United States; **OR**

c. Valid Out-of- State Certificate. - Holds a valid professional certificate issued by another state in the area for which West Virginia license is requested and does not meet West Virginia testing requirements.

#### 14.8. Renewal of the Temporary Certificate.

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

b. For the Non-Citizen. - An applicant who is lacking only United States citizenship may renew the Temporary Certificate two times without completing additional requirements. Every third renewal shall require six semester hours of appropriate college/university coursework related to the public school program completed subsequent to the issuance of the Temporary Certificate being renewed and within the five year period immediately preceding the date of application for the renewal of such certificate unless the applicant holds a minimum of a MA+30 salary classification based on the awarding of a master's degree or has reached 60 years of age and presents a copy of the birth certificate. Upon acquisition of U.S. citizenship, the applicant may apply for the Provisional Professional Certificate.

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

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

##### **15.1. Issuance of the Initial Full-Time Permit.**

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

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

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

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

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

e. Five Year Limit. - All requirements for the Professional Teaching or Service Certificate must be completed within five years of the original issuance of the Full-Time Permit. The position held by an educator issued a Full-Time Permit is not subject to posting provided the educator meets the annual renewal requirements specified in §126-136-15.2 and completes the state approved program within five years. The state superintendent of schools may extend the five-year limit if extenuating circumstances, as identified in §126-136-15.3.2, warrant the extension.

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

#### 15.2. Renewal of the Full-Time Permit.

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

a. Pre-Professional Skills Tests. - The first renewal of the Permit requires passage of the Pre-Professional Skills Tests in reading, writing and mathematics as identified in Appendix B, unless the applicant meets one of the exemptions identified in §126-136-14.1.3. g. D; or is fully admitted to a master's program; **AND**

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

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

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

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

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

15.3.1. A county superintendent may request, in writing to the state superintendent of schools, an extension of the Full-Time Permit for an employee, 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.

#### 15.3.2. Extenuating Circumstances for Which the Full-Time Permit 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.

### 15.4 Issuance of the Initial Full-Time Permit for Community Programs.

15.4.1 General Criteria. - Initial Full-Time Permits for Community Programs may be issued to an individual employed by a community program who has completed: 1) bachelor's degree or associate degree as identified in §126-136-15.4.1.3 through an accredited institution of higher education as defined in §126-136-4.2; 2) the general requirements specified in §126-136-13.1; 3) the minimum grade point average specified in §126-136-13.2 and 4) the conditions for issuance specified in §126-136-15.4.3.

15.4.2 Validity Period. - The Full-Time Permit for Community Programs 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 year.

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

a. Employment. - Verification of employment by a community program as defined in §126-136- 4.10.

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.

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 endorsed for early education or early childhood education must be completed within five years of the original issuance of the Full-Time Permit.

#### 15.5. Renewal of the Full-Time Permit for Community Programs.

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

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

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

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

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

#### 16.1. Short-Term Substitute Permit.

16.1.1. 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 §126-136-4.2; 2) the general requirements specified in §126-136-13.1; 3) a minimum grade point average of 2.0 and 4) the conditions for issuance specified in §126-136-16.1.3. A short-term substitute is one who fills a position for 30 days or fewer.

16.1.2. 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.

16.1.3. 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, 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. Completion of student teaching at a West Virginia institution of higher education approved by the state board of education to offer teacher education programs may be used in lieu of the training. The student teaching must have been completed no more than one year prior to making application for the substitute permit; **AND**

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

#### 16.1.4. 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**

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

#### 16.2. Long-Term Substitute Permit.

16.2.1. General Criteria. - The initial Long-Term Substitute Permit endorsed for any specialization recognized on the Professional Teaching or Service Certificate may be granted to an individual who is temporarily replacing the educator assigned to a specific position and who has completed: 1) a minimum of a bachelor's degree through an accredited institution of higher education as defined in §126-136-4.2; 2) the general requirements specified in §126-136-13.1; 3) a minimum grade point average of 2.0; and 4) the conditions for issuance specified in §126-136-16.2.3. A long-term substitute is one who fills a position for more than 30 days.

16.2.2. 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.

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

a. Verification of Training.-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. Completion of student teaching at a West Virginia institution of higher education approved by the state board of education to offer teacher education programs may be used in lieu of the training. The student teaching must have been completed no more than one year prior to ; **AND**

b. College/University Coursework.-Twelve semester hours of content coursework in any specialization recognized on the Professional Teaching or Service Certificate;  
**AND**

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

d. Professional Certificate. -Holds an expired West Virginia Professional Certificate or a valid or expired out-of-state Professional Certificate endorsed for the specialization(s) consistent with the specialization(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.

#### 16.2.4. Renewal of the Long-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 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.-Recommendation of the county superintendent in the county in which the applicant is employed.

#### 16.3. Existing Substitute Permits.

16.3.1. Existing Substitute Permits. - Any Substitute Permit issued under previous regulations shall be converted to a Long-Term Substitute Permit provided the educator completes the renewal requirements identified in § 126-136-16.2.4 or meets the previous renewal requirements of earning six semester hours reflecting a 3.0 grade point average within a college's approved program. An applicant may use the course credit renewal option only once to convert to a Long-Term Substitute Permit. The credit must have been earned subsequent to the effective date of the Substitute Permit issued under previous guidelines and within the five-year period immediately preceding the date of application for the Long Term Substitute Permit.

#### 16.4. Substitute Permit Applicants with Valid West Virginia Professional Teaching Certificates.

16.4.1. 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 he/she qualifies in accordance with §126-136-16.2. without completing the initial 18 clock hours of training. If the applicant keeps the West Virginia Professional Teaching Certificate valid, he or she 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.

**126-136-17. Professional Administrative Certificate.****17.1. Provisional Professional Administrative Certificate.**

17.1.1. General Criteria. - A Provisional Professional Administrative Certificate may be issued to a person who has completed: 1) the minimum degree specified in Appendix A through an accredited institution of higher education as defined in §126-136-4.2; 2) the general requirements specified in §126-136-13.1; 3) the minimum grade point average specified in §126-136-13.2; 4) three years of management experience; 5) education and training in evaluation skills offered through the Center for Professional Development or equivalent training approved by the State Board; and 6) the conditions for issuance identified in §126-136-17.1.3. The Provisional Professional Administrative Certificate shall be endorsed for Superintendent, Principal, and/or General Supervisor and shall indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools.

17.1.2. Validity Period. - The Provisional Professional Administrative Certificate shall be valid for 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 a Provisional Professional Administrative Certificate valid for a maximum of 5 ½ years.

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

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

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

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

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

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

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

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

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

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

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

b. MA + 30 Salary Classification. - Holds a minimum of a MA + 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**

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

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

17.5. Provisions for Permanent Licensure for Individuals Issued Provisional Professional Administrative Certificates from 1977-1985. -Persons who were issued Provisional Professional Administrative Certificates from 1977-1985 under previous regulations may convert the Provisional Professional Administrative Certificate to the Permanent Professional Administrative Certificate provided all provisions in §126-136-17.3 are met with no additional internship course.

17.6. Temporary Administrative Certificate.

17.6.1. General Criteria. - A Temporary Administrative Certificate may be issued to a person who has completed: 1) the minimum degree specified in Appendix A through an accredited institution of higher education as defined in §126-136-4.2 or an equivalent degree through a college or university in a foreign country; 2) the general requirements, with the exception of citizenship,

specified in §126-136-13.1; 3) the minimum grade point average specified in §126-136-13.2; 4) three years of management level experience and 5) the conditions for issuance identified in §126-136-17.4.3. The Temporary Administrative Certificate shall be endorsed for Superintendent, Principal, and/or General Supervisor and shall indicate the specialization(s) and grade levels in which the holder may be assigned within the public schools. Experience gained on the Temporary Administrative Certificate may be used for conversion purposes.

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

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

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

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

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

#### 17.7. **Renewal of the Temporary Administrative Certificate.**

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

b. **For the Non-Citizen.** - An applicant who is lacking only United States citizenship may renew the Temporary Professional License four times without completing additional requirements.

Every fifth renewal shall require six semester hours of appropriate college/university coursework related to the public school program as defined as §126-136-12.6 and completed subsequent to the issuance of the Temporary Administrative Certificate being renewed and within the five-year period immediately preceding the date of application for renewal of such certificate unless the applicant holds a minimum of a MA + 30 salary classification based on the awarding of a master's degree. Upon acquisition of U.S. citizenship, the applicant may apply for the Provisional Professional Administrative Certificate or the Permanent Professional Administrative Certificate, whichever is applicable.

c. For the Non-Citizen Lacking Tests and/or Training in Evaluation Skills.- The first renewal of the Temporary Administrative Certificate for the applicant who is lacking United States citizenship and 1) the required tests in Pre-Professional Skills and/or Content and/or 2) education and training in evaluation skills shall require passage of all required tests and the education and training in evaluation skills. The applicant shall then follow the renewal provisions stipulated in §126-136-17.4.4.b.

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

#### **18.1. Issuance of the Initial Permit.**

18.1.1. General Criteria. - The initial Full-Time Permit endorsed for Principal, 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 §126-136-4.2; 2) the general requirements specified in §126-136-13.1; 3) the minimum grade point average specified in §126-136-13.2; 4) three years of management level experience; 5) education and training in evaluation skills through the Center for Professional Development or equivalent training approved by the State Board and 6) the conditions for issuance specified in §126-136-18.1.3.

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

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

a. College/University 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 Full-Time Permit as specified in West Virginia 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 Full-Time Permit as specified in West Virginia Code §18-4-2. If required coursework is not available, the county superintendent may request an extension of the Full-Time Permit as specified in §126-136-15.3. The position held by an educator issued a Full-Time Permit is not subject to posting provided the educator meets the annual renewal requirements specified in §126-136-18.2 and completes the state approved program.

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

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

a. College/University 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 hour of college/university credit reflecting a 3.0 grade point average within the institution of higher education's state approved program in the specialization for which the permit is requested; **AND**

b. Recommendation - 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.

18.3. Extension of the Full-Time Permit for Extenuating Circumstances. - The Full-Time Permit endorsed for an educational leadership specialization may be extended as indicated in §126-136-15.3 as long as the time frames specified in 126-136-18.1.3d are not exceeded.

## **§126-136-19. Vocational Permit.**

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

19.1.1. General Criteria. - A Full-Time Vocational Permit for teaching in a vocational secondary, post-secondary or adult program may be issued to a person who holds a high school diploma, GED or a degree, if applicable, through an accredited college or university as defined in §126-136-4.2; and has completed: 1) the general requirements specified in §126-136-13.1; 2) the minimum grade point average specified in §126-136-13.2, if applicable; and 3) the conditions for issuance identified in §126-136-19 1.3.

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

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

a. Basic Skills. - 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 §126-136-14.1.3.g.D.(a); **AND**

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

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

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

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

a. For Technical and Industrial Specializations.

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

B. Bachelor's Degree. - Hold a bachelor's degree 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. For Health Occupations Specializations.

A. Practical Nursing.

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

(b) Wage-Earning Experience. - Complete three years (6,000 clock hours) of professional wage earning experience 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 which lead to certification.

C. Medical Assistant.

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

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

D. Medical Lab Technician.

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

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

E. Dental Assistant.

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

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

F. Dental Lab Technician.

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

(b) Wage-Earning Experience. - Complete two years (4,000 clock hours) of wage earning experience in a dental laboratory, dental office or dental clinic in the fabrication of dental restorations. The most recent experience must have been within the past three years and beyond the training period.

G. Other Health Occupations.

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

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

c. For Coordinator of Cooperative Education.

A. License. - Hold a Vocational 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 vocational education as specified by the WVDE.

d. For 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. For 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) 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. For 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 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.

## 19.2. Renewal of the Vocational Permit.

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

a. Content Written and Performance Tests. - The first renewal of the Vocational 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 grade point average within the institution of higher education's state approved program; **AND**

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

## **§126-136-20. Vocational Certificate.**

### 20.1. Initial Vocational Certificate.

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

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

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

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

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

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

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

e. Successful Educational Experience. - Three years of successful out-of-state experience as an educator within the seven years immediately preceding the date of application, the required tests in Basic Skills and Content, if applicable, and a valid out-of-state Vocational Certificate. Both the out-of-state certificate and the experience must be in the specialization(s) for which West Virginia licensure is requested.

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

a. College/University Coursework. - Six semester hours of appropriate college/university coursework related to the public school program, as defined in §126-136-12.6, reflecting a 3.0 grade point average. 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 + 30 Salary Classification. - Hold a minimum of a MA + 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 county superintendent in the county in which the applicant teaches, last taught or resides. An educator who is not employed as an educator in West Virginia and has never taught or resided in West Virginia shall consult with the licensing agency on procedures required for renewal of the certificate.

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

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

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

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

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

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

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

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

#### 20.5. Temporary Vocational Certificate.

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

### §126-136-21. Substitute Vocational Permit.

#### 21.1. Initial Substitute Vocational Permit.

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

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

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

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

b. 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.

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

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

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

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

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

D. Technical School. - Complete credit in an approved two or four year technical school. Each ten semester hours of approved 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 Vocational Permit shall meet the requirements for issuance of the Full-Time Vocational Permit as stipulated in §126-136-19.1.4.b.

## 21.2. Renewal of the Substitute Vocational Permit.

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

a. 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.

21.2.2. Existing Substitute Vocational Permits.- Substitute Vocational Permits issued under previous regulations may be renewed provided the educator completes the renewal requirements identified in 126-136-21.2.1 or meets the previous renewal requirements of earning six semester hours reflecting a 3.0 grade point average within a college's approved program. An applicant may use the course credit renewal option only once to renew a previously issued Vocational Substitute Permit. The credit must have been earned subsequent to the effective date of the Vocational Substitute Permit issued under previous guidelines and within the five-year period immediately preceding the date of application.

## **§126-136-22. Adult Licenses**

### **22.1. Initial Adult Licenses and Renewal.**

22.1.1. General Criteria. - An Adult License for teaching in an adult program may be issued to a person who holds a high school diploma, GED, or a degree, if applicable, through an accredited college or university as defined in §126-136-4.2; and has completed: 1) the general requirements specified in §126-136-13.1; 2) the minimum grade point average specified in §126-136-13.2, if applicable; and 3) the conditions for issuance identified for the specialization requested.

22.1.2. Validity Period. - The Adult License endorsed for Adult Basic Education Emergency Medical Technician, or Fire 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 License endorsed for Vocational Industrial, Technical, Health Occupations, Occupational Home Economics, Business, Marketing and the special interest specializations shall be issued permanently.

### **22.1.3. Adult Basic Education.**

#### **a. Initial Adult License Endorsed for Adult Basic Education.**

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

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

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

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

of satisfying the following:

(a) College/University Coursework. - Six semester hours of college/university coursework reflecting a 3.0 grade point average 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.

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

a. Permanent Adult License for Part Time Employment endorsed for Technical, Industrial,, Health Occupations or Occupational Home Economics.

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

#### 22.1.5. Emergency Medical Technician.

a. Initial Adult License.

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 recertification examination; **AND**

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

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

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

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

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

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

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

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

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

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

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

#### 22.1.6. Fire Service Training

a. Initial Adult License.

A. Experience.-Complete six years of work experience in the field of fire service; **AND**

B. Professional Development Activities.-Complete approved instructor training program for fire service instructors and successfully complete the field-based experience in fire instructor training. Receive verification of Regional Educational Services Agency (RESA) Coordinator of completion of required training in firefighting, hazardous materials, CPR and first Aid; **AND**

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

b. Renewal of the Adult License Endorsed for Fire Service Training.-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.-Receive the recommendation of the county superintendent in the county in which the applicant teaches or last taught.

22.1.7. Business or Marketing.

a. Permanent Adult License Endorsed for Business or Marketing.

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

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

22.1.8. Adult Special Interest.

a. Permanent Adult License.

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

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

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

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

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

**§126-136-23. Authorizations.**

23.1. Initial Authorizations and Renewal.

23.1.1. General Criteria. - An Authorization may be issued to a person who has completed: 1) the minimum of a bachelor's degree or a master's degree if specified in Appendix A through an accredited institution of higher education as defined in §126-136-4.2, if applicable; 2) the general requirements specified in §126-136-13.1, with the exception of citizenship as noted for coaches; 3) the minimum grade point average specified in §126-136-13.2, if applicable; and the conditions for issuance specified for the specialization for which licensure is requested. The

Authorization shall be endorsed to indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools.

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

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

a. **Alternative Education Programs.**

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

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

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

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

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

(a) **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.

b. **Athletic Trainer**

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

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

(b) **License.** - Hold a valid license issued by the National Athletic Trainers Association (NATA) Board of Certification; **AND**

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

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

(a) License.—Hold a valid license issued by the National Athletic Trainers Association (NATA) Board of Certification; **AND**

c. Coaching.

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

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

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

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

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

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

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

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

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

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

d. Junior ROTC.

A. Initial Authorization and Renewal. - The applicant for licensure must

provide evidence of satisfying the following:

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

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

e. Licensed Psychologists for Test Administration and Interpretation.

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

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

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

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

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

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

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

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

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

f. Out-of-Field Authorization for Teaching.

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

(a) Valid Certificate. - Hold a valid West Virginia Professional

Teaching Certificate; **AND**

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

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

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

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

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

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

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

(b) College/University Coursework. - Complete six semester hours of college/university coursework reflecting a 3.0 grade point average 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.

g. Chief School Business Official.

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

(a) Degree. - Hold a minimum of a bachelor's degree including eighteen 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.

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

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

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

h. Jobs for West Virginia Graduates

A. Initial Authorization. - 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; **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.

B. Renewal of the Authorization for Jobs for West Virginia's Graduates. - 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.

i. School Nutrition Director—Temporary and Permanent

A. 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 verifying that the applicant is the most qualified candidate for the position.

B. 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 West Virginia Department of Education; **AND**

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

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

(a) Verification of Employment.-Verification of employment as a school nutrition director in a county school system in West Virginia for the 2001-2002 school year

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

j. Speech/Language Pathology, Speech and Hearing Therapy, or Educational Audiology, birth through adult

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

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

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

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

k. Career Major Introductory Courses.

A. Initial Authorization. - 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 Vocational Certificate endorsed for forestry or horticulture; **OR**

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

(c) Introduction to Health Care. - 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 Vocational 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.

B. Renewal of the Career Major Introductory Course Authorization. - The applicant for licensure must provide evidence of satisfying the following:

(a) Foundations in Engineering or Exploring Technology—Complete WVDE sponsored professional development activities.

(b) Introduction to Health Care- 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.

#### 1. Work-Based Learning Coordinator

A. Initial Authorization.-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.

B. 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.

m. Grade Modification.

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

(a) Valid license.- Hold a valid West Virginia Professional Certificate with an endorsement as identified in 126-136-9.17 through 19 or a content area at the 7-12 or 5-12 grade levels.

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

n. Speech Assistant.

A. Initial Authorization.- 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.

(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 certified speech-language pathologist has applied for the available position.

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

(a) Professional Development Activities.- Complete profession development activities provided by the West Virginia Department of Education.

(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 in the county in which the applicant is employed verifying that the position was posted and no fully certified speech-language pathologist applied for the position.

o. Permanent Middle Childhood Authorization.

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

(a.) Valid Certificate. - Hold a valid West Virginia Professional Teaching, Service, or Administrative Certificate.

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

**§126.136.24. Advanced Salary Classifications for Educators.**

24.1. Purpose. - The intent of advanced salary classifications is to recognize educators for completing college/university 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.

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

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

24.2.2. All college/university coursework used for advanced salary purposes must be completed at an accredited institution of higher education as defined in §126-136-4.2 except that coursework completed for a vocational advanced salary classification recognized on the Vocational Certificate must have been completed at a regionally accredited institution of higher education as defined in §126-136-4.42.

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

24.2.4. Duplicate credit as defined in §126-136-4.16, shall not be accepted for advanced salary purposes.

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

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

24.2.7. Fifteen (15) 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 Vocational Certificate have been completed.

### 24.3. Salary Classifications for Holders of the Vocational Permit or Certificate.

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

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

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

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

24.3.5. Six semester hours of college/university 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.

24.3.6. An educator who holds a permanent Vocational Certificate may qualify for the MA+ 30 salary classification based on the awarding of a bachelor's degree from a regionally accredited institution of higher education as defined in §126-136-4.42.

24.3.7. An educator who holds a permanent Vocational Certificate may qualify for the MA+ 45 salary classification based on the awarding of a bachelor's degree and 15 semester hours of graduate credit from a regionally accredited institution of higher education defined in §126-136-4.42.

24.3.8. An educator who is not pursuing a degree and who is requesting a vocational advanced salary classification must select 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<br>Network Applications    | 6 Hrs.  |
| d. Human Growth and Development                               | 3 Hrs.  |
| e. Mathematics                                                | 6 Hrs.  |
| f. Psychology of Learning                                     | 3 Hrs.  |
| g. Speech                                                     | 3 Hrs.  |
| h. Teaching of Reading in the Secondary Schools               | 3 Hrs.  |
| i. Coordination of Cooperative Vocational<br>Education        | 3 Hrs.  |
| j. History and Philosophy of Vocational<br>Education          | 3 Hrs.  |
| k. Coordination of Vocational Youth Activities                | 3 Hrs.  |
| l. Audio Visual Productions in Vocational<br>Education        | 3 Hrs.  |
| m. Teaching Special Needs Students in<br>Vocational Education | 3 Hrs.  |
| n. Laboratory Science                                         | 8 Hrs.  |
| o. Teaching Specialization Update                             | 30 Hrs. |

## p. Approved Electives

9 Hrs.

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

## 24.4. Dating of Advanced Salary Classifications.

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

**§126-136-25. Paraprofessional Certificate.**

## 25.1. Permanent Paraprofessional Certificate.

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

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

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

a. Basic Skills: - The applicant must have completed at least nine semester hours of college/university credit or its equivalent in reading, writing and mathematical computations. Three semester hours of 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 §126-136-14.1.3. g. D. Equivalent training may be obtained from in-service programs or adult technical education programs delivered through county school systems or regional education service agencies (RESAs) provided the equivalent training for the Paraprofessional License reflects the distribution of requirements specified in §126-136-25.1.3. Fifteen clock hours of in-service or adult technical education equals one semester hour of college/university credit; **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. College Coursework. - The applicant must have completed at least two years (48 semester hours) of study at an accredited institution of higher education; **OR**

j. College Degree. - The applicant must have obtained an associate degree or higher from an accredited institute; **OR**

k. Expired Provisional Professional or Professional Teaching Certificate. -Hold an expired Provisional Professional or Professional Teaching Certificate or its equivalent.

#### **§126-136-26. Severability**

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

**APPENDIX A**

**SPECIALIZATIONS RECOGNIZED  
ON THE PROFESSIONAL AND VOCATIONAL LICENSES**

APPENDIX A  
SPECIALIZATIONS RECOGNIZED ON THE PROFESSIONAL CERTIFICATE

**Recognized Programmatic Level**

|   |                     |             |
|---|---------------------|-------------|
| • | 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, Adult, 5-9    |
| Biology                                            | 9- Adult                  |
| Chemistry                                          | 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, Adult, 5-9    |
| Mathematics                                        | 5- Adult 5-9              |
| Middle Childhood                                   | 5-9                       |
| Music                                              | PreK-Adult,               |
| Oral Communications                                | 9- Adult, 5- Adult        |
| Physical Education                                 | PreK-Adult,, 5- Adult 5-9 |
| Physics                                            | 9- Adult                  |
| Preschool Education                                | Birth-PreK                |
| Reading Specialist <sup>1&amp;2</sup>              | PreK-Adult                |
| Russian                                            | PreK-Adult, 5- Adult      |
| 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 Combined Major | PreK-Adult                |

<sup>1</sup>Graduate level certification program

<sup>2</sup>Master's degree required

**APPENDIX A****Grade Level Options for Vocational 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 (Excluding Autism)                              | K- Adult, 5- Adult |
| Behavior Disorders (Including Autism)                              | K- Adult 5-Adult   |
| Gifted                                                             | K- 6, 5-Adult      |
| Deaf and Hard of Hearing                                           | PreK-Adult         |
| Mentally Impaired Mild/Moderate                                    | K-Adult 5-Adult    |
| Multi-Categorical (BD,MI,SLD)                                      | K- Adult, 5- Adult |
| Pre-school Special Needs                                           | PreK-K             |
| Severely/Profoundly Impaired (Severely and Profoundly Handicapped) | 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 <sup>4</sup>                   | PreK-Adult |
| School Nurse                             | PreK-Adult |
| School Psychologist <sup>4</sup>         | PreK-Adult |
| Social Services and Attendance           | PreK-Adult |
| Speech Language Pathologist <sup>4</sup> | PreK-Adult |
| Speech Assistant                         | PreK-Adult |

**Grade Level Options for Administrative Specializations**

|                                  |            |
|----------------------------------|------------|
| General Supervision <sup>4</sup> | PreK-Adult |
| Principal <sup>4</sup>           | PreK-Adult |
| Superintendent <sup>4</sup>      | PreK-Adult |

<sup>4</sup> Master's Degree Required

**Grade Level Options for Paraprofessionals**

|                                       |            |
|---------------------------------------|------------|
| Paraprofessional/Federal <sup>5</sup> | PreK-Adult |
|---------------------------------------|------------|

<sup>5</sup> Associate Degree Required for proposed new programs

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

**APPENDIX A****SPECIALIZATIONS RECOGNIZED ON THE VOCATIONAL LICENSE\*\*\***

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

\*\*\*All of these specializations are issued at the 9-Adult level unless noted otherwise.

**APPENDIX B**

**REQUIRED TESTS FOR WEST VIRGINIA LICENSURE**

**REQUIRED TESTS FOR WEST VIRGINIA LICENSURE  
PREPROFESSIONAL SKILLS<sup>1</sup>**

|             | <b>Praxis I</b>  |                                   |  |  |
|-------------|------------------|-----------------------------------|--|--|
|             | <b>Test Code</b> | <b>Required Score<sup>2</sup></b> |  |  |
| Reading     | 710              | 174                               |  |  |
| Writing     | 720              | 172                               |  |  |
| Mathematics | 730              | 172                               |  |  |

| <b>OR</b> | <b>American College Testing Program</b> |                                         |
|-----------|-----------------------------------------|-----------------------------------------|
|           | <b>Required Score</b>                   | <b>Required Score</b>                   |
|           | 25                                      | 26 (Enhanced - Effective November 1989) |

| <b>OR</b> | <b>Scholastic Achievement Test</b> |                                          |
|-----------|------------------------------------|------------------------------------------|
|           | <b>Required Score</b>              | <b>Required Score</b>                    |
|           | 1035                               | 1125 (Recentered - Effective April 1995) |

**PROFESSIONAL EDUCATION**

| <b>Praxis II</b>                                 |                  |                                   |
|--------------------------------------------------|------------------|-----------------------------------|
|                                                  | <b>Test Code</b> | <b>Required Score<sup>2</sup></b> |
| Professional Education                           |                  |                                   |
| Principles of Learning and Teaching, Grades K-6  | 0522             | 165                               |
| Principles of Learning and Teaching, Grades 5-9  | 0523             | 159                               |
| Principles of Learning and Teaching, Grades 7-12 | 0524             | 156                               |

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

<sup>2</sup> Passing scores are current as of September 1, 1999. Check with the Office of Professional Preparation for previous passing scores.

## APPENDIX B

| Praxis II                                            |                   |                                |
|------------------------------------------------------|-------------------|--------------------------------|
| Current General/Vocational Education Specializations | Required Test(s)  | Required Score(s) <sup>2</sup> |
| Agriculture                                          | 0700              | 430                            |
| American Sign Language                               | No test required  |                                |
| Art                                                  | 0133              | 160                            |
| Biology                                              | 0235              | 152                            |
| Business Education                                   | 0100              | 570                            |
| Chemistry                                            | 0245              | 157                            |
| Computer Science Education                           | No test required  | NA                             |
| Coordinator of Cooperative Education                 | No test required  | NA                             |
| Dance                                                | No test required  | NA                             |
| Driver Education                                     | 0867              | 141                            |
| Early Childhood Education (K-4)                      | 0020              | 530                            |
| Early Education (PreK)                               | 0530              | 590                            |
| Elementary Education (K-6)                           | 0011              | 155                            |
| English (5-12)                                       | 0041              | 155                            |
| English (5-9)                                        | 0049              | 147                            |
| English as a Second Language                         | No test required  | NA                             |
| Family & Consumer Science                            | 0120              | 530                            |
| French                                               | 0173              | 131                            |
| General Math through Algebra 1                       | 0069              | 148                            |
| General Science (5-12)                               | 0231 <sup>3</sup> | 148                            |
|                                                      | 0481 <sup>3</sup> | 142                            |
|                                                      | 0432              | 149                            |
| General Science (5-9)                                | 0439              | 151                            |
| German                                               | 0181              | 132                            |
| Health Education                                     | 0550              | 640                            |
| Japanese                                             | No test required  | NA                             |
| Journalism                                           | No test required  | NA                             |

<sup>2</sup> Passing scores are current as of July 1, 2003. Check with the Office of Professional Preparation for previous passing scores.

<sup>3</sup> A passing test score submitted for the Biology endorsement may be substituted for the Biology test requirement indicated for General Science. Also, a passing score submitted for the Chemistry or Physics endorsement may be substituted for the Physical Science test requirement indicated for General Science.

| Praxis II                                            |                   |                                |
|------------------------------------------------------|-------------------|--------------------------------|
| Current General/Vocational Education Specializations | Required Test(s)  | Required Score(s) <sup>2</sup> |
| Latin                                                | 0600              | 480                            |
| Marketing                                            | 0560              | 600                            |
| Mathematics Comprehensive (5-12)                     | 0061 <sup>4</sup> | 133                            |
| Mathematics (5-9))                                   | 0069              | 148                            |
| Music                                                | 0113              | 155                            |
| Oral Communications                                  | 0220              | 600                            |
| Physical Education                                   | 0091              | 150                            |
| Physics                                              | 0265              | 126                            |
| Pre-School Education (Birth-Pre-K)                   | No test required  | NA                             |
| Middle Childhood Education                           | 0523              | 159                            |
| Reading Specialist                                   | 0300              | 520                            |
| Russian                                              | No test required  | NA                             |
| School-Library Media                                 | 0310              | 570                            |
| Social Studies (5-12,-9-12)                          | 0081              | 148                            |
| Social Studies (5-9)                                 | 0089              | 151                            |
| Spanish                                              | 0191              | 143                            |
| Technology Education                                 | 0050              | 570                            |
| Theatre                                              | No test required  | NA                             |
| Wellness                                             | 0550<br>0091      | 620<br>150                     |

<sup>2</sup> Passing scores are current as of July 1, 2003. Check with the Office of Professional Preparation for previous passing scores.

<sup>5</sup> A passing content specialization test (NES Test) in Behavior Disorders, Mental Impairment (mild/moderate) or Specific Learning Disabilities may be used to satisfy the Knowledge-Based Core Principles testing requirement (0351) indicated for these tests in the Praxis series.

<sup>6</sup>Persons holding current National Athletic Trainers Association membership are exempt from taking the Praxis Trainer test.

| <b>Praxis II</b>                                          |                           |                                      |
|-----------------------------------------------------------|---------------------------|--------------------------------------|
| <b>Current Special Education Specializations</b>          | <b>Required Test(s)</b>   | <b>Required Score(s)<sup>2</sup></b> |
| Behavior Disorders (including and excluding Autism)       | 0371<br>0353 <sup>5</sup> | 156<br>146                           |
| Preschool Special Needs                                   | 0690                      | 550                                  |
| Gifted                                                    | 0357                      | 161                                  |
| Deaf and Hard of Hearing                                  | No test required          | NA                                   |
| Mentally Impaired (Mild/Moderate)                         | 0353 <sup>5</sup>         | 146                                  |
| Multi-Categorical Special Education                       | 0542<br>0353              | 153<br>146                           |
| Severely and Profoundly Handicapped                       | 0544                      | To be Determined                     |
| Specific Learning Disabilities                            | 0382<br>0353 <sup>5</sup> | 133<br>146                           |
| Visually Impaired                                         | 0280                      | 660                                  |
| <b>Current Student Support Services Specializations</b>   | <b>Required Test(s)</b>   | <b>Required Score(s)<sup>3</sup></b> |
| Athletic Trainer <sup>6</sup>                             | 0097                      | 158                                  |
| School Counselor                                          | 0420                      | 580                                  |
| School Nurse                                              | No test required          | NA                                   |
| School Psychologist                                       | 0400                      | 550                                  |
| Social Services and Attendance                            | No test required          | NA                                   |
| Speech-Language Pathologist                               | 0330                      | 600                                  |
| <b>Current Administration/Supervision Specializations</b> | <b>Required Test(s)</b>   | <b>Required Score(s)<sup>2</sup></b> |
| Principal, Superintendent, or General Supervisor          | 0410                      | 570                                  |

<sup>2</sup> Passing scores are current as of July 1, 2003. Check with the Office of Professional Preparation for previous passing scores.

<sup>5</sup> A passing content specialization test (NES Test) in Behavior Disorders, Mental Impairment (mild/moderate) or Specific Learning Disabilities may be used to satisfy the Knowledge-Based Core Principles testing requirement (0351) indicated for these tests in the Praxis series.

<sup>6</sup> Persons holding current National Athletic Trainers Association membership are exempt from taking the Praxis Trainer test.

**REQUIRED TESTS FOR THE VOCATIONAL PERMIT  
AND VOCATIONAL CERTIFICATE**

**BASIC SKILLS<sup>7</sup>**

| <b>California Achievement Tests Required for Vocational Educators<br/>Required Score</b> |                                                                                  |                                                                       |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------|
|                                                                                          | <b>Vocational Permit</b>                                                         | <b>Vocational Certificate</b>                                         |
| Reading                                                                                  | 771                                                                              | 777                                                                   |
| Writing                                                                                  | 757                                                                              | 765                                                                   |
| Mathematics                                                                              | 775                                                                              | 783                                                                   |
| <b>Content Specializations</b>                                                           |                                                                                  |                                                                       |
|                                                                                          | <b>Permit Issuance</b>                                                           | <b>Permit Renewal<sup>8</sup></b>                                     |
| Vocational Technical Occupations <sup>9</sup>                                            |                                                                                  | Written and Performance Sections of NOCTI (Policy 5106) <sup>10</sup> |
| 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 |                                                                       |

<sup>7</sup>Exemptions to the Basic Skills Tests are identified in WV 126CSR136, Policy 5202. This Appendix **ONLY** includes exemptions based on ACT and SAT scores. Please refer to Policy 5202 for other exemptions.

<sup>8</sup>The testing components and scores established for the renewal of a permit are also required for the issuance of a Vocational Certificate.

<sup>9</sup>If 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.

<sup>10</sup>The 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)

ID NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

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

FUND \_\_\_\_\_

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

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

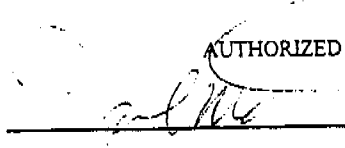
INCOME ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) \_\_\_\_\_

| SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT |          |          |             |      |            |
|------------------------------------------------------------------------------------------------------------------|----------|----------|-------------|------|------------|
| EFFECT OF PROPOSAL                                                                                               | ANNUAL   |          | FISCAL YEAR |      |            |
|                                                                                                                  | INCREASE | DECREASE | CURRENT     | NEXT | THEREAFTER |
| 1. ESTIMATED TOTAL COST                                                                                          | \$       | \$       | \$          | \$ 0 | \$ 0       |
| PERSONAL SERVICES<br>CURRENT EXPENSES<br>REPAIRS/ALTERATIONS<br>EQUIPMENT<br>OTHER                               | \$       | \$       | \$          | \$   | \$         |
| 2. ESTIMATED TOTAL REVENUES                                                                                      | \$       | \$       | \$          | \$   | \$         |

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

DATE  
3-03-03

AGENCY  
Education

AUTHORIZED REPRESENTATIVE  


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

## COMMENT LOG

March 13, 2003 Through April 15, 2003

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

**TYPE**  
- = Negative  
+ = Positive  
0 = Neutral

| Section 126-136-4. Definitions |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             |
|--------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Date Rec'd                     | Individual/Organization                                                                               | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Action/Type |
| 4/3/03                         | Jim Parker<br>55 Beech Lane<br>Madison, WV                                                            | 4.22.f.A. If a special education teacher is responsible for course credit and delivering the course curriculum as defined by "No Child Left Behind" to students with exceptionalities, the teacher must <b>Replace</b> : meet "No Child Left Behind" guidelines. <b>With</b> : collaborate with the content area teacher when planning and delivering instruction.                                                                                                                                                                                                                                                                                                                                                                                                      | A           |
| 4/10/03                        | Barbara Brazeau<br>Putnam County Schools                                                              | I have read this one statement several times and am still confused. Under "Highly Qualified Teacher" are you saying that although NCLB defines a Title 1 Reading teacher as "highly qualified" if she holds elementary ed cert, West Virginia regs still require the MA in reading? I'm not sure what that definition on p.4 is telling me. Sorry for being so dumb but please enlighten me.                                                                                                                                                                                                                                                                                                                                                                            | N           |
| 04/15/03                       | Dr. Sally H. Digman, Chair<br>Division of Education<br>& Special Programs<br>Alderson-Broadus College | p. 5 the top section of the page (b) suggests that if you have a major in the content area you don't need the content Praxis test. We need to have them take the test, right? for title II, for NCATE?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | A           |
|                                |                                                                                                       | Language in Sections 9.6.4. and 4.26.d. has been revised to address the certification and collaboration issues.<br><br>Congress' intent is to align IDEA with NCLB. The issue of "highly qualified" teachers will be further clarified in Policy 5202 upon receipt of the final federal guidance for NCLB and the reauthorization of IDEA.<br><br>Because of West Virginia's strong emphasis on reading, a Master's Degree in reading is required for certification to teach Title I Reading. However, language in the NCLB Act currently allows a teacher with elementary certification to be designated as a highly qualified teacher for reporting purposes.<br><br>Language on pp. 4-5 has been revised and condensed for clarity in sections 4.26.a.,b.,c., and d. |             |

| Date Rec'd                            | Individual/Organization                                                                                                                                             | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Action/Type     | Rationale                                                                                                                                                                                                                                                                                                       |
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| <b>Section 126-136-4. Definitions</b> |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |                                                                                                                                                                                                                                                                                                                 |
| 04/15/03                              | Dr. Jane McKee<br>Associate Dean for Academic Programs<br>Marshall University                                                                                       | 4.24 Highly Qualified Teacher<br><br>The definition of highly qualified teacher includes no preparation in an approved teacher education program. This definition does not indicate that any of the standards of Policy 5100 need to be met. A highly qualified teacher is not one who merely takes a test. Completion of a teacher preparation program should be a requirement for all "highly qualified" teachers.                                                                                                                                                                                                                                                                                                 | A               | Language in section 4.24 has been revised and condensed for clarity in sections 4.26.a - d. Congress' intent is to align IDEA with NCLB. The issue of "highly qualified" teachers will be further clarified in Policy 5202 upon receipt of the final federal guidance for NCLB and the reauthorization of IDEA. |
| 04/15/03                              | Ronald Childress<br>Vice President for Graduate Studies and<br>Dean of the School of Education and Professional Development<br>Marshall University Graduate College | 4.24 Highly Qualified Teacher. This definition does not include completion of an approved teacher education program as necessary to be deemed "highly qualified." Completion of such a program should be required for all highly qualified teachers.<br><br>4.24.c.B. (a) and (b) This requires a candidate to demonstrate competency in a content area by (a) completing the content test or (b) completing the coursework in the content area. Will this lead to licensure by testing? Will this eliminate testing in approved programs because candidates have already shown competency by completing tests? NCATE requires multiple measures of success so IHE's cannot lose the ability to test our candidates. | A<br><br>A      | Language in section 4.24 has been revised and condensed for clarity in sections 4.26.a.,b.,c., and d.<br><br>Language in section 4.24 has been revised and condensed for clarity in sections 4.26.a.,b.,c., and d.                                                                                              |
| 04/16/03                              | Kathy Finsley<br>Ohio County Schools                                                                                                                                | a. A exception for certification or licensing requirements for charter schools need to be examined.<br><br>e. Vocational teacher definition will exempt most vocational teachers from the requirements of "highly qualified teacher."<br><br>f. Special education teacher definition needs further review.                                                                                                                                                                                                                                                                                                                                                                                                           | N<br><br>N<br>N | No rationale needed                                                                                                                                                                                                                                                                                             |

| Date Rec'd                                                     | Individual/Organization                                                                     | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Action/Type | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Section 126-136-9. Assignment of Professional Personnel</b> |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3/27/03                                                        | Dr. Larry Parsons,<br>Superintendent Mason County                                           | I strongly support the recommended changes to employee certification found in sections 9.17, 9.18 and 9.19 recorded on page 18.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | N           | No rationale necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 04/04/03                                                       | Dr. Michael Sullivan<br>WV Advisory Council for the<br>Education of Exceptional<br>Children | The movement of the additional clarifying language in 126-136-9, Section 9.6.1 through 9.6.6 from Policy 5100 to Policy 5202 is long overdue and a welcomed revision.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | N           | No rationale necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 04/09/03                                                       | Doris L. Weekley<br>Roane County Schools                                                    | Special Education teachers need the flexibility to save <u>all</u> students regardless of their certification. The <u>state</u> certified them to work with a particular disability. Student's individual IEP's need to be met. The Special Ed. Dept. will <u>not</u> move forward unless this happens. "No Child Left Behind", this will surely happen if this becomes state policy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | N           | No rationale necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4/10/03                                                        | Linda Curtis<br>Cabell Personnel                                                            | Section 9.6.4A special.... If special edu. teacher does not hold appropriate content specialization must collaborate... How will this be documented for accreditation purposes???                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | N           | Methods of documentation of collaboration are to be determined at the local level.                                                                                                                                                                                                                                                                                                                                                                                                  |
| 04/14/03                                                       | Sue Knotts/Roane County High<br>School<br>LD Teacher<br>One Raider Way<br>Spencer, WV 25276 | If a current special education teacher is expected to obtain certification in English and Math to teach at the high level for special education students, are the regular education teachers all expected to obtain special education certification in every area in order to service those students in the regular education classroom?<br><br>This proposal is unreasonable. The special needs students require more personalized instruction to address his/her deficiencies. A child with a learning disability in reading, for example, reading at a fourth grade level, could not possibly keep up with the pace or grasp the concepts of grammar usage taught in English 12. More direct modification are necessary to allow the student to succeed and gain confidence in himself/herself to function in society.<br><br>If the student is college-bound, the I.E.P. team makes the referral to regular education classes anyway. Please continue to allow the personnel that know the student best to make those decisions. | NA          | The NCLB requirement that all teachers must be highly qualified specifies that teachers who teach any of the NCLB-defined core curriculum defined in section of Policy 5202 must meet state certification requirements for that curriculum area. Thus, a special education teacher who provides instruction and course credit for any of the NCLB-defined core curriculum areas must be fully certified in that content area by 2005-06 in order to be considered highly qualified. |

| Date Rec'd                                                     | Individual/Organization                                                          | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Action/Type | Rationale                                                                                                                                                   |
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| <b>Section 126-136-9. Assignment of Professional Personnel</b> |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                                                                                             |
| 04/04/03                                                       | Suzanne Dickens<br>Assistant<br>Superintendent/Personnel<br>Mason County Schools | <p>9.17, 9.18, 9.19</p> <p>As an administrator who works with personnel issues, I would like to comment on the proposed provisions in Policy 5202 to allow certifications to extend one grade level above and/or one grade level below the designated level on the teaching certificate. I provide the following:</p> <p>Many of our veteran educators in Mason County have twenty-five to thirty years of experience. Recently, some of these experienced and more senior educators experienced difficulty when applying for new positions using their certifications reflecting Grades 1-6 and/or Grades 1-12, especially in the case of applying for positions in our recently consolidated schools. Since public kindergartens did not exist in West Virginia prior to 1972, most institutions of higher education did not include kindergarten on licensure when certifying graduates for teaching credentials until well after this timeframe.</p> <p>I particularly would like to address art, music, physical education, and counselors. These are examples of veteran educators who have long served kindergarten students in their respective schools only to find that upon closure of these schools, these same educators can no longer be considered for employment to serve the same population of students previously served at the non-consolidated school because K is now required on their certification for working in the PreK-2, Prek-3, and/or PreK-6 schools.</p> <p>This is just one example of the ramifications of this policy. Consider Superintendents, Directors, and Principals who hold certifications prior to the automatic issuance of K level on certificates of educational leaders in our state. Maybe only younger less-experienced educators who have K stamped on their Superintendent Certification will be considered for the top Superintendent positions in West Virginia.</p> <p>I have genuine concern for assistance from our state leaders in staffing our school with quality personnel. If you would like to engage in further dialogue in regard to my concern, feel free to contact me.</p> | N           | Language in Policy 5202 that was out on comment has already been revised in Sections 9.17., 9.18, and 9.19. to address the issues included in this comment. |

| Date Rec'd                                                     | Individual Organization                                                                                                                        | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Action/Type | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Section 126-136-9. Assignment of Professional Personnel</b> |                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 04/14/03                                                       | Todd Knotts/Roane County High School<br>LD Teacher<br>1 Raider Way<br>Spencer, WV 25276                                                        | I think it would be very detrimental to fully include students with special needs. I'm a LD teacher that teaches 9-12 grade math. Many of my students function below the 7 <sup>th</sup> grade level. Many don't even know their multiplication facts and some can't even use a calculator properly to help. How would it be beneficial to place these types of students in regular Algebra I, II, and/or geometry class? I'm teaching them the basic skills that they haven't retained from earlier schooling. I teach life skills math so that will be able to function in society after graduation. Furthermore, there would be no possible way for me to see all the students in our program and give them the appropriate amount of time they'd need to succeed. Wouldn't it be better to see them everyday, 90min/daily, 5 days a week? Even though I'm not a certified math teacher, I am very capable of teaching our students at the level they need to be taught and challenging them to increase they're abilities. | N           | Any special education teacher who provides instruction and course credit for any of the NCLB-defined core curriculum areas must be fully certified in that content area by 2005-06 in order to be considered highly qualified.<br><br>Language in Section 9.6 of Policy 5202 identifies the roles of newly-assigned special education teachers and addresses the methods of delivering special education services.<br><br>Congress' intent is to align IDEA with NCLB. The issue of "highly qualified" teachers will be further clarified in Policy 5202 upon receipt of the final federal guidance for NCLB and the reauthorization of IDEA. |
| 04/14/03                                                       | Cindy Kelley, Ph.D.<br>Chairperson, Education Division<br>West Virginia University at Parkersburg<br>300 Campus Drive<br>Parkersburg, WV 26104 | It seems from comments from colleges such as WVU and MU that teachers prepared in the preschool special needs area may not have all the skills necessary to be successful in the regular kindergarten classroom. This is an area your office might want to look at and reconsider.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | N           | This comment will be discussed with the Teacher Education Advisory Council (TEAC). IDEA is currently being reauthorized by Congress and initial draft legislation indicates that significant changes are planned for pre-school, ages 3-5. Therefore, Policy 5202 will need to be revised again after final reauthorization of IDEA.                                                                                                                                                                                                                                                                                                          |

| Date Rec'd | Individual/Organization     | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Action/Type | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 04/14/03   | Margaret Rotter<br>Marshall | <p>I was concerned about the proposed change in section 9.22 of policy 5202, which I just read this morning. I hope you are still considering public comments. I work at Marshall and BA/BS students often have had no clinical experience with students having communication disorders. They have had many academic courses, but our 2 years master's program includes many more hours concentrating on communication, communication disorders and guided practica.</p> <p>It would be difficult for an SLP assistant, working within sight of an SLP to gain experience on the job in a short time. If a qualified SLP is not available, I believe it would be difficult for an asst. to have the supervision needed to give the best service to WV students.</p> <p>You probably know better than I, but I believe that IDEA confirms that students with communication disorders should have access to the highest qualified provider. Our nat'l organization has national outcome research with students receiving therapy from master's level SLPs and we could probably get you that information if you want it. I am concerned that WV students would be in therapy longer, and there be a greater chance of misidentification without the on-site services of a certified SLP. With NCLB legislation, working with master's level SLPs would give the best chance for progress to students with IEPs.</p> <p>I supervise in our University Clinic and am Marshall's University Coordinator for Student Teaching in Communication Disorders. I see the experience these graduate students gain during these experiences.</p> <p>If a certified SLP seems unavailable, contracted SLP services may be more expensive, but may be one way WV students would receive therapy from a qualified and experienced provider. The salary supplement bill to give SLPs access to the supplement provided to Master Teachers would be another avenue to help attract and retain qualified SLPs in WV schools. I appreciate the opportunity to comment on these proposed changes and hope you will consider recommending deletion of section 9.22 permitting Bachelor's level personnel to provide speech-language therapy services as assistants in WV schools when a qualified SLP has not applied for a position.</p> | A           | <p>The intent of Section 9.22 is to provide an alternative to situations resulting from a limited number of students being accepted in speech-language pathology Master's Degree programs. Some county school systems post positions repeatedly and no fully-certified speech-language pathologist applicants apply. In areas in which limited contracted services are available, Section 9.22 allows the assignment of a speech assistant as a temporary alternative. This assignment is permissible ONLY if the speech assistant is working under the direction and guidance of a certified speech-language pathologist, and then the speech assistant may conduct only specific components of a speech and language delivery program.</p> |

### Section 126-136-9. Assignment of Professional Personnel

| Date Rec'd                                                     | Individual/Organization                                                                                                                                                      | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Action/Type | Rationale                                                                                                                                                                                                                                                                                       |
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| <b>Section 126-136-9. Assignment of Professional Personnel</b> |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |                                                                                                                                                                                                                                                                                                 |
| 04/15/03                                                       | Dr. Sally H. Digman, Chair<br>Division of Education<br>& Special Programs<br>Alderson-Broadus College                                                                        | put in this document to see p. 60 section 23.1.3 as you have noted on the summary of changes sheet.<br>p. 19 9.20 section - this says only 5-12 and 7-12 areas go to adult. What about 9-12 and all other K-12 not already listed in previous sections, such as special education areas?                                                                                                                                                                                                                                                                                      | A           | Language has been added to Section 23.1.3. m. to refer the reader to Section 9.18.<br>Language has been added to Section .23 to allow special education teacher to work with adults.                                                                                                            |
| 04/15/03                                                       | Ronald Childress<br>Vice President for Graduate<br>Studies and<br>Dean of the School of Education<br>and Professional Development<br>Marshall University Graduate<br>College | 9.23 In early fall, a series of meetings was held to develop a regular education Pre-K program designed for teachers currently holding a Pre-K Special Needs license. According to the discussions in these meetings, Pre-K Special Needs teachers have not been properly trained in their program to address the needs of regular preschool children. Therefore, additional coursework should be required. This process was well in development with Marshall University already having identified the components of this new program. Now, this provision is not an option. | N           | IDEA is currently being reauthorized by congress and initial draft legislation indicates that significant changes are planned for pre-school, ages 3-5. Because of these pending changes, Policy 5202 will need to be reviewed in term of Section 9.23 after the final reauthorization of IDEA. |
| 04/15/03                                                       | Jo Levisay, M.A., CCC-S<br>Putnam Co. Schools                                                                                                                                | I am writing in concern of Policy 5202 that allows speech pathology students to be hired with only a bachelor's degree without supervision of a master's level SLP. I feel that this policy would greatly undermine the quality of services provided to the students in the schools of WV. As one who holds a masters "plus" degree, my training at the graduate level was rigorous and invaluable. Please reconsider this policy. Our students must come first. Thank you.                                                                                                   | A           | SEE COMMENT ON PAGE 6                                                                                                                                                                                                                                                                           |
| 04/15/03                                                       | West Virginia School<br>Psychologists Association                                                                                                                            | We applaud changing School Psychologists K-12 or 1-12 to Pre K-Adult. This would permit school psychologist to provide services to individuals who graduated from high school but still may require services from a school psychologist. We frequently receive requests from institutions of higher learning for a current evaluation of students who graduated from school who received special education services as learning disabled.                                                                                                                                     | N           | No rationale necessary                                                                                                                                                                                                                                                                          |
| 04/16/03                                                       | Kathy Finsley<br>Ohio County Schools                                                                                                                                         | Special education teachers should already be collaborating when delivering instruction in areas beyond their certification.<br>Assignment of speech Assistant - No speech assistant may be hired in place of a fully certified speech-pathologist. Do no leave in "unless no fully certified SLP has applied for the available position."                                                                                                                                                                                                                                     | NA          | The intent of this provision in policy is to allow the temporary assignment of a speech assistant when no fully certified SLP has applied for the available position.                                                                                                                           |

| Date Rec'd                                                     | Individual/Organization                                                                | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Action/Type | Rationale                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Section 126-136-11. Tuition Reimbursement for Educators</b> |                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |                                                                                                                                                                                                                                                                                                                                                                                   |
| 4/10/03                                                        | Linda Curtis<br>Cabell Personnel                                                       | 11.4.3. Sending list of available positions to WVBE... The May 1 deadline is quite premature. Counties may not have the list of transfers to the county board until May 1. If the board doesn't approve transfers the jobs you thought you were creating may not come about. This year, the way the law reads, it is the first Monday in May which is May 5th. It is impossible for the counties to know the vacancies because the county hasn't posted the jobs for the fall until the transfer and RIF procedures are complete. At the point of the first major posting the county may have a good idea of the areas that are going to be hard to fill. We never know if an employee who is certified in several areas may bid into another area that he possesses and creates a need in a certification area not anticipated. Due to our current laws allowing movement of current staff until 5 days prior to the instructional term it is difficult to predict. This section needs a timeline adjustment. | NA          | The May 1 deadline was established by the WV Legislature in H.B. 4054. The WVDE will initiate discussions with the WV Legislature to request that the deadline for submission of the County Teacher Shortage Report in 2003-04 and thereafter be adjusted to coincide with personnel laws and thus allow for a more accurate reporting of actual vacancies in each school system. |
| 04/14/03                                                       | Cindy Kelley, Ph.D.<br>Chairperson, Education Division<br>WV University at Parkersburg | Should there be a limit on number of hours to be reimbursed for one person? Since there is a limited amount of funding, this seems prudent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | NA          | The WVDE will initiate discussions with the WV Legislature to establish a systematic process for limiting reimbursement to each applicant.                                                                                                                                                                                                                                        |
| 04/15/03                                                       | Dr. Sally H. Dignan, Chair<br>Alderson-Broadbent College                               | p. 20, 11.2 - clarify is this means any educator, including subs, or just full-time regular employees                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | NA          | Section 11.1.1 already clarifies the criteria for tuition reimbursement (certificate or permit for full-time employment)                                                                                                                                                                                                                                                          |

| Date Rec'd                                                     | Individual/Organization     | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Action/Type | Rationale                                                                                                                                                                     |
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| <b>Section 126-136-11. Tuition Reimbursement for Educators</b> |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |                                                                                                                                                                               |
| 04/15/03                                                       | Wilma Manns<br>M.A. CCC-SLP | <p>I am writing to you to comment on the policy 5202 that our association, WV Speech Language Hearing Association (WVSHA) just learned was in the comment period. I do not know how else to proceed with this matter since I was told at our public school forum at our annual association convention on Thurs. April 10, 2003 that we had a 90 day comment period. Imagine my surprise when on Sat. April 12, 2003 I was told the deadline was today Tues. April 15, 2003. I don't know why we are not kept up-to-date and this is the second key issue that has been discovered by our association in less than 5 years. I don't feel we are given important information in a time frame that allows us to comment in order to make the appropriate changes in policy.</p> <p>Since I don't have time to find out the current procedure I'm taking a chance by sending you this e-mail and by faxing you my comments. I do not like the thought of sp.path assts. and have fought this matter for many years, even with ASHA. I feel this policy will open the door for county boards of ed. to hire BA level personnel because they are less expensive for the county. I'm also concerned that we will see a trend of reversal where these personnel will not be required to actively work on the masters degree. How are we to provide the highest level of qualified people and adhere to the IDEA and "no child left behind" standards if we allow this? Please extend this policy comment period if you have any way to do so. I feel you need input from SLPs across the state and they have only been made aware of this matter. I remember our frantic attempts to meet with Dr. Marockie several years ago after we found out about the preschool certification changes. Because we were able to advocate the current change, we saved jobs for many SLPs across the state and saved the speech programs of up to 100% of staff capabilities in some counties.</p> <p>Thank you for your attention to this matter and if I can be of assistance please feel free to contact me.</p> | N           | Policies on comment, as well as policies in effect may be accessed at the WV Department of Education Website at <a href="http://wvde.state.wv.us">http://wvde.state.wv.us</a> |
|                                                                |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | NA          | SEE COMMENT ON PAGE 6                                                                                                                                                         |

| Date Rec'd                                                                                        | Individual/Organization                                             | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Action/Type        | Rationale                                                                                                                                                                                                                                                                                    |
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| <b>Section 126-136-14. Professional Teaching Certificate and Professional Service Certificate</b> |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |                                                                                                                                                                                                                                                                                              |
| 3/31/03                                                                                           | Elaine C. Matheney<br>3010 Kathnor Lane<br>Point Pleasant, WV 25550 | <p>14.1. The proposed changes to allow special education teachers to add endorsements seem to be needed and acceptable. I include them below:</p> <p>J. <u>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 endorsements(s) provided they make application and meet the following criteria:</u></p> <p>(c) <u>College Credits. - Successfully complete six hours of college credit or pass the Praxis II: Subject Assessment in each of the specializations for which the applicant is seeking certification.</u></p> <p>I would like to suggest that another area of need in WV is science certifications. I suggest that teachers who have met the requirements for a professional certificate in one field of science should be allowed to add another endorsement in a related science field by taking the Praxis II test or tests required for that endorsement. Such teachers would probably have to study to prepare for the test but I feel that if a person could develop enough expertise to pass the Praxis II test then he would be qualified to teach that area of study.</p> <p>In fact, in many cases it is nearly impossible to get courses from the colleges in WV to add a science endorsement after a teacher has begun working. Undergrad classes usually are not available for working teachers. Another problem is the fact that the different colleges in WV require different coursework for the same specializations. If a person lives where more classes are required, they are at a disadvantage. The requirements for additional endorsements should be better streamlined and made more available by the State Department of Education.</p> | <p>N</p> <p>NA</p> | <p>No rationale needed</p> <p>Data from the County Teacher Shortage Report will be reviewed in order to make an accurate determination of actual shortage areas. Once shortage area data is available, a task force will be convened to identify the need for alternative certification.</p> |

| Date Rec'd.                                                                                       | Individual/Organization                                                                                                             | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Action Type | Rationale                                                                                                                                                                                                                                                  |
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| <b>Section 126-136-14. Professional Teaching Certificate and Professional Service Certificate</b> |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |                                                                                                                                                                                                                                                            |
| 3/31/03                                                                                           | Elaine C. Matheney<br>3010 Kathnor Lane<br>Point Pleasant, WV 25550                                                                 | There is a teacher shortage coming very soon and making it easier for teachers to add endorsements will allow teacher to meet the local needs in their county school system and will allow the county boards to meet the needs of their students with teachers who are familiar with the climate and culture of their county. The current policy is listed below:<br>G. 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 preprofessional skills and professional education components and that a candidate who holds either the Professional Service or Professional Administrative Certificate has satisfied the pre-professional skills component. |             | Data from the County Teacher Shortage Report will be reviewed in order to make an accurate determination of actual shortage areas. Once shortage area data is available, a task force will be convened to identify the need for alternative certification. |
| 3/27/03                                                                                           | Dr. Larry Parsons,<br>Superintendent Mason County                                                                                   | I strongly support the recommended changes recorded under 14.13.9.4. found on page 27.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | N           | No rationale needed                                                                                                                                                                                                                                        |
| 4/1/03                                                                                            | Dr. Victor S. Lombardo<br>Professor, Coordinator<br>of the Learning Disabilities<br>Program Marshall University<br>Graduate College | The PRAXIS II is primarily designed to measure <u>minimal</u> competencies <u>not</u> advanced skills competencies of special education personnel.<br><br>The use of PRAXIS II in the way in WVDE Policy 5202 (Sec. 14.1,p.42) has presented would be detrimental to both the spirit and letter of IDEA and NCLB. The end result would be CERTIFIED MEDIOCRITY since PRAXIS Tests are not a viable (or realistic) substitution for an approved higher education program and that there is no on-site competency verification.<br><br>Thank you for your consideration in this important matter.                                                                                                                                                                                                                                                                                                                                                                                                                                              | A           | Section 14.1.3.J. has been revised to require successful completion of six hours in each area of specialization AND the PRAXIS II.                                                                                                                         |

| Date Rec'd                                                                                        | Individual/Organization                                                                     | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Action/Type | Rationale                                                                                                                          |
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| <b>Section 126-136-14. Professional Teaching Certificate and Professional Service Certificate</b> |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                                                                                                    |
| 04/04/03                                                                                          | Dr. Michael Sullivan<br>WV Advisory Council for the<br>Education of Exceptional<br>Children | <p>The Advisory council has reviewed the proposed addition of language related to Section 14.139J), a section describing the process for adding additional endorsements for Special Education, and finds it highly objectionable. Several points of discussion are appropriate and include the following:</p> <p>This section appears to offer a "quick fix" to meeting the <u>NCLB</u> requirement for fully certified teachers. WV Department of Education supply and demand data indicate that an adequate supply of fully licensed teacher is <u>not</u> the problem. In fact, in most counties there are <u>more</u> licensed special educators than there are existing positions - they simply are not being retained in these positions for a variety of reasons not related to certification.</p> <p>The Council strongly objects to what amounts to this licensure-by-testing approach. PRAXIS II tests are designed to be used to verify so <u>minimal</u> level of knowledge prior to licensure, not to be used in lieu of the rigorous standards for teacher preparation programs found in State Board Policy 51200. The net effect of this change would be to diminish the current level of training required for teachers of exceptional students. This seems entirely inconsistent with the NCLB mandate for <u>all</u> students to demonstrate Adequate Yearly Progress (AYP). Expecting LEAs and teachers to achieve this benchmark with less rigorously trained special educators is unrealistic.</p> <p>The unrealistic language proposed in this section implies the incorrect assumption that students with learning disabilities, mental retardation or behavior disorders are a homogeneous group of youngsters requiring the same specially designed instruction, curricular adaptation and behavior management techniques. In fact, students correctly identified as LD, BD or MI have distinctly different instructional and/or behavioral needs and these required appropriately trained teachers.</p> <p>The proposed language contains <u>no</u> provision or assurance that the WV Professional Teaching Standards as they relate to these exceptionalities are met. In fact, no provision for the Policy 5100 requirement for performance assessment in the content area (LD, BD, or MI) is to be found in this section.</p> | A           | Section 14.1.3.J. has been revised to require successful completion of six hours in each area of specialization AND the PRAXIS II. |

| Date Rec'd                                                                                        | Individual/Organization | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Action/Type | Rationale                                                                                                                                                                                                                                                                            |
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| <b>Section 126-136-14. Professional Teaching Certificate and Professional Service Certificate</b> |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |                                                                                                                                                                                                                                                                                      |
| CONTINUED                                                                                         |                         | <p>The proposed successful completion of six hours of college credit is entirely open-ended. Could an "Introduction to Bowling" course be used? This language should date unequivocally that the coursework requirement be specific to that exceptionality and be drawn from the rigorous standards required by Policy 5100 for approval of licensure programs in the content area.</p> <p>The Council strongly supports completion of <u>both</u> the State Board approved licensure program <u>and</u> the appropriate PRAXIS Test. This mechanism, already in current State Board policy, would continue to assure that LD, MI and BD students are served by highly qualified teachers, the same assurance provided to all other students in the content areas of reading, math, science, etc.</p> <p>The Advisory Council feels that the net effect of the proposed language in this section would be to weaken current policy requirements for quality preparation of special educators. This, will, in the long run, be of disservice to K-12 systems, and to students with disabilities in particular, as we jointly engage the challenges of <u>NCLB</u> to provide <u>all</u> students the opportunity to progress toward the goal of AYP with the guidance and support of highly qualified teachers.</p> | A           | Section 14.1.3.J. has been revised to require successful completion of six hours in each area of specialization AND the PRAXIS II.                                                                                                                                                   |
| 4/10/03<br>Linda Curtis<br>Cabell Personnel                                                       |                         | <p>Special education endorsement requires a mentor to be assigned by the superintendent. At present all mentor positions are posted positions which the state pays the \$600.00 for each mentor which we give to the staff. Will the state pay for these since the person may not qualify for a paid mentor under the current code? Are these mentors current special ed. teachers with full certification? Does it matter? Due to the number of Cabell Co. special ed. teachers seeking all three endorsements this could be costly to obtain the mentors if the state provides no funds. I know the teachers would not do it without pay since they are paid otherwise.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | A<br><br>NA | <p>Section 14.1.3.J. has been revised to require successful completion of six hours in each area of specialization AND the PRAXIS II.</p> <p>Section 14.1.3.J(d) regarding mentorship was removed due to budgetary constraints that would prevent funding of additional mentors.</p> |

| Date Rec'd | Individual/ Organization                                                                                                                          | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Action/Type | Rationale                                                                                                                          |
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| 04/15/03   | Dr. Melisa Reed, Program Coordinator, Special Education Marshall University Teacher Education JH 113 One John Marshall Drive Huntington, WV 25755 | <p>Currently employed in behavior disorders, specific learning disabilities, or mentally impaired-mild/moderate special education classroom.....</p> <p>Does this mean that at teacher in a self-contained behavior disorders classroom is eligible to receive certification in SLD or MI even if they are not currently serving either of those populations? I would like to see this clarified.</p> <p>Has five years of special education experience teaching in one of the identified fields? Students with SLD, BD, and MI are not a homogeneous group of students. While there can be some overlapping characteristics, each group also has very specific and unique issues requiring differential teaching strategies. A teacher could be very skilled when it comes to modifying academic assignments for students with mental impairments, but incompetent when it comes to managing the behavior of students with severely challenging behavior.</p> <p>Six hours of college credits. What courses will be acceptable? They should be disability-specific.</p> <p>If students only have to take 6 hours, they will not take practicum. This means they will not have the opportunity for supervision, support, and feedback while they are trying to implement the knowledge and skills they have learned in their disability-specific courses.</p> <p>...Or pass the Praxis II</p> <p>Standardized tests are only a mild indicator of ability and only assess minimal knowledge levels. Learning information in order to pass a test does not mean gaining the skills needed to actually students.</p> <p>Mentorship</p> <p>I like the idea of a mentor, but what are the skills, experience, and other qualifications of mentors?</p> | A           | Section 14.1.3.J. has been revised to require successful completion of six hours in each area of specialization AND the PRAXIS II. |

| Date Rec'd                                                                                        | Individual/Organization                                                                                                                                                 | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Action/Type | Rationale                                                                                                                                 |
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| <b>Section 126-136-14. Professional Teaching Certificate and Professional Service Certificate</b> |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |                                                                                                                                           |
| 04/15/03                                                                                          | <p>Dr. Edwina Pendarvis<br/>Coordinator, Gifted Education<br/>Marshall University<br/>Teacher Education JH 108<br/>One John Marshall Drive<br/>Huntington, WV 25755</p> | <p>Currently employed in behavior disorder, specific learning disabilities, or mentally impaired, mild/moderate special education classroom.....</p> <p>Needs clarification. Would a teacher of one category be eligible to receive certification in another, whether they are currently serving the other category(ies) or not?</p> <p>Has five years of special education experience teaching in one of the identified fields.</p> <p>This criterion seems to assume that working with students with mental impairments, learning disabilities, and behavior disorders requires one set of skills that applies to all groups. Research indicates some similarities, but many differences between the groups. The number of years teaching in only one of the fields is irrelevant; five years or even more would not assure relevant skills in all categories.</p> <p>Six hours of college credits</p> <p>These courses need to be specific to the disability(ies) in which the teacher is seeking certification.</p> <p>Or pass the Praxis II</p> <p>Although passing the Praxis specialization test indicates some knowledge in the field, it does not, in itself, assure competence to teach. The test is a short text establishing minimal knowledge- it does not measure skills at all.</p> <p>Mentorship</p> <p>The timeframe and amount of contact between mentor and teacher being mentored needs to provide for close supervision and a great deal of feedback. The qualifications of the mentor need to include advanced coursework, certification in the field in which the teacher seeks certification, and evidence of skill in working with students with disabilities in the category in which the teacher (mentee) is seeking certification. The structure for the required time for a mentorship within the school day needs to be established.</p> | A           | <p>Section 14.1.3.J. has been revised to require successful completion of six hours in each area of specialization AND the PRAXIS II.</p> |

| Date Rec'd                                                                                        | Individual Organization                                                                                                                           | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Action/Type | Rationale                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Section 126-136-14. Professional Teaching Certificate and Professional Service Certificate</b> |                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |                                                                                                                                                                                                                                                                                                                                                                    |
| 04/15/03                                                                                          | Kanawha County Schools<br>Psychologists Staff                                                                                                     | We welcome changing School Psychologist K-12 or 1-12 to Pre K-Adult. This would permit our school psychologists staff to provide services to individuals who graduated from high school but still may require services from a school psychologist. Kanawha County Schools frequently receive requests from institutions of higher learning for a current evaluation of students who graduated from school who received special education services as learning disabled.                                                                                                               | N           | No rationale necessary                                                                                                                                                                                                                                                                                                                                             |
| 04/14/03                                                                                          | Cindy Kelley, Ph.D.<br>Chairperson, Education Division<br>West Virginia University at<br>Parkersburg<br>300 Campus Drive<br>Parkersburg, WV 26104 | The state needs to be cautious accepting out of state certificates. Some states are now starting to "certify by testing." We need to ensure that we are protecting our schools and children from teachers with pedagogical training.<br>Having a certification in MMI does not necessarily qualify one to teach learning disabled students. Having one certification area automatically make you qualified to be licensed in another area is questionable. Another issue to consider is the effect this will have on multi-category teacher education certification across the state. | NA          | Policy 5202 revisions include granting temporary certification to applicants who hold valid professional certificates issued in another state in the area for which the WV license is requested reflects the effort to balance the national trend to relax certification requirements on one hand, with the need to assure highly qualified teachers on the other. |
| 04/15/03                                                                                          | Dr. Sally H. Digman, Chair<br>Div of Educ & Special Programs<br>Alderson-Broadbent College                                                        | p. 27 - we don't like the automatic multicategorical by classroom experience default plan here. We believe teachers should be required to take course work to prepare them in these areas.                                                                                                                                                                                                                                                                                                                                                                                            | A           | Section 14.1.3.J. has been revised to require successful completion of six hours in each area of specialization AND the PRAXIS II.                                                                                                                                                                                                                                 |
| 04/15/03                                                                                          | Dr. Jane McKee<br>Associate Dean for Academic<br>Programs<br>Marshall University                                                                  | 14.1.3.f.J Additional Endorsement for Special Education<br>Again the problem arises of not completing a college program for certification but merely taking a test. Certainly, in the area of special education, it is extremely important for a "highly qualified" teacher to understand the problems of the students in the classroom and to have appropriate strategies and assessments that will make sure that NO CHILD IS LEFT BEHIND.                                                                                                                                          | A           | Section 14.1.3.J. has been revised to require successful completion of six hours in each area of specialization AND the PRAXIS II.                                                                                                                                                                                                                                 |

| Date Rec'd                                                                                        | Individual/Organization                                                                                                                                                      | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Action/Type | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Section 126-136-14. Professional Teaching Certificate and Professional Service Certificate</b> |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 04/15/03                                                                                          | Ronald Childress<br>Vice President for Graduate<br>Studies and<br>Dean of the School of Education<br>and Professional Development<br>Marshall University Graduate<br>College | <p>14.1.3.f.A. A valid certificate issued in another state is enough to get a West Virginia certificate. For years it has been common knowledge that WV has more rigorous standards than other states. This would allow candidates to bypass our system of producing high quality teachers. For example, Pennsylvania indicated they would accept the national certification test from the American Board for Certification of Teacher Excellence (ABCTE) in lieu of completion of an approved program for issuance of a full certificate. A candidate could then come to WV and receive licensure by testing.</p> <p>14.1.3.f.J Additional Endorsement for Special Education. According to WV School Law and Policies 5100 and 5202, completion of an approved program including college courses is required for certification, therefore, the WVDE should not bypass established guidelines and offer certification through testing. Policy 5100 defines (5.3) "Approved Program" as a preparation program for professional educators based on WVBE adopted program objectives and guidelines which is delivered by an accredited college or university and which has been approved by the WVBE for issuance of a professional certificate." Policy 5100 further indicates that (8.5.3) "in order to add a new specialization to his or her Professional Teaching Certificate (one) is required to satisfy the approved program content requirements and the test requirements..." It would appear that 14.1.3.f.J violates the provisions for approved programs in 5100. It also violates the provisions of 126-136-14 in Policy 5202 which outlines the requirements for issuance of a license. Also, the precedent it sets is disturbing in light of the nationwide ABCTE testing for certification program. Additionally, there is currently no content test for MJ - how will this be addressed? At the TEAC meeting on April 11, 2003, Karen Huffman indicated this provision addresses a shortage area. It is not a shortage problem, it is a recruitment and retention problem.</p> | NA          | <p>Policy 5202 revisions include granting temporary certification to applicants who hold valid professional certificates issued in another state in the area for which the WV license is requested reflects the effort to balance the national trend to relax certification requirements on one hand, with the need to assure highly qualified teachers on the other.</p> <p>Section 14.1.3.J. has been revised to require successful completion of six hours in each area of specialization AND the PRAXIS II.</p> |
| 04/16/03                                                                                          | Kathy Finsley<br>Ohio County Schools                                                                                                                                         | Additional endorsement for Special Education - This appears to be a sensible alternative for special educators needing additional certification areas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | N           | No rationale needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <b>Section 126-136-15. Full-Time Permits for Teaching and Student Support Services</b>  |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                    |             |                     |
| 04/15/03                                                                                | Yvonne Santin, Director of Special Education<br>Wood County Schools<br>1210 Thirteenth Street<br>Parkersburg, WV 26101 | I am in support and agree with the changes proposed for this section.                                                                                                                                                                                                                                                              | N           | No rationale needed |
| 04/15/03                                                                                | Kanawha County Schools<br>Psychologists Staff                                                                          | Although we think 80% is better, we support the provision for school psychologist students completing 70% of the state approved program in the specialization for which the permit is requested.                                                                                                                                   | N           | No rationale needed |
| 04/15/03                                                                                | West Virginia School Psychologists Association                                                                         | We support the provisions for school psychologist students completing 70% of a state approved program in the specialization for which the permit is requested.                                                                                                                                                                     | N           | No rationale needed |
| <b>Section 126-136-16. Substitute Permits for Teaching and Student Support Services</b> |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                    |             |                     |
| 04/11/03                                                                                | Gary Battin<br>Certified and Licensed School Psychologist                                                              | I agree with proposed revisions to 15.1.1 and 15.1.3                                                                                                                                                                                                                                                                               | N           | No rationale needed |
| 04/11/03                                                                                | Robert J. Childers<br>School Psychologist                                                                              | I agree with proposed revisions to 15.1.1 and 15.1.3                                                                                                                                                                                                                                                                               | N           | No rationale needed |
| 04/11/03                                                                                | Janis McGinnis<br>Coordinator of Health Services<br>Wood County Schools<br>Parkersburg, WV                             | I agree with proposed revisions to 15.1.1 and 15.1.3                                                                                                                                                                                                                                                                               | N           | No rationale needed |
| 04/15/03                                                                                | Brenda Wilson, Interim Chair of Education<br>West Virginia State College<br>P. O. Box 1000<br>Institute, WV 25112      | This is the section where you allow applicants for short-term substitute permits who have completed students teaching but have not completed an approved program in teacher preparation to use documentation of successful completion of student teaching in lieu of the 18 hour substitute teacher training. This is a good idea. | N           | No rationale needed |

| Date Rec'd | Individual/Organization                                                                | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Action Type | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 04/13/03   | Constance Breza, Speech-Language Pathologist<br>1963 Decatur Ave<br>Wheeling, WV 26003 | <p><b>Authorizations RE Initial authorization for speech assistants</b></p> <p>I find this policy to be in direct conflict with the mandates of the No Child Left Behind Act, which requires that professionals of the highest quality standards be hired. Instead, you are lowering your standards to address shortages in these positions in the schools. Don't you understand that hiring inexperienced individuals with no working experience is worse than having no one at all? BA speech students have no working experience and only the basic principals of evaluation and remediation. Some have never even given a vocabulary test. You SHOULD be putting efforts into recruiting qualified masters level individuals with CCCs. This policy makes it legal to fill positions with BA people, and allows for their certification to be reauthorized unless a qualified masters level person applies for the job. If it becomes legal for these BA people to be hired, then county boards will not post the jobs and qualified Masters level SLPs will not even know they are available.</p> <p>You simply do not understand the level of technical expertise required by this job. Anybody can teach social studies if you give them a book and a course outline. It takes years of training and practice to develop the auditory discrimination abilities to be able to teach students how to make correct speech sounds in place of errors. These bachelors level people don't even have the knowledge to correct a simple w/r problem, (Wabbit/rabbit). That probably doesn't mean anything to you--but to a child who embarrassed by their speech and teased by peers--it means EVERYTHING. You could be ruining this child's life.</p> <p>Would you want a medical student with two years experience to be licensed by the state as a fully competent, practicing physician? I think not--yet this is exactly what you are doing with these bachelors level people and the profession of speech language pathology.</p> <p>I oppose this authorization.</p> | NA          | <p>The intent of Section 23.1.3.n. is to provide an alternative to situations resulting from a limited number of students being accepted in speech-language pathology Master's Degree programs. Some county school systems post positions repeatedly and no fully-certified speech-language pathologist applicants apply. In areas in which limited contracted services are available, Section 23.1.3.n. allows the assignment of a speech assistant as a temporary alternative. This assignment is permissible ONLY if the speech assistant is working under the direction and guidance of a certified speech-language pathologist, and then the speech assistant may conduct only specific components of a speech and language delivery program.</p> |

| Date Rec'd | Individual/Organization                                                                                   | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Action/Type | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 4/13/03    | Sheila Dale, Speech Pathologist<br>Outnam County Schools<br>1920 Bona Vista Drive<br>Charleston, WV 25311 | <p><b>RE Initial authorization for speech assistants</b> I am appalled with the possible action of this policy. As a fully certified speech pathologist, I believe that the children of West Virginia have the right to the most qualified professional to help remediate their communication disorders. This policy abolishes that practice. I am aware of the shortage of fully certified, masters level speech pathologists in West Virginia, but to make a policy that an individual with a bachelors degree can be hired as a speech assistant with no mention in the policy that they must be supervised by a fully certified master's level speech pathologist and that no other training is required except for continuing education approved by the state department of education demeans the professionalism of all fully certified professionals who work in the public schools.</p> <p>There is no mention in this policy that these individuals will receive training as a speech assistant prior to their employment. This policy assumes that they are fully qualified speech assistants because they have a bachelor's degree in communication disorders. This is not true. Bachelor's degree recipients study the theory behind communication disorders to establish their foundation before attending graduate school. Bachelor level recipients do not complete clinical practicum nor do they "student teach". They have no practical experience in communication disorders therapy. Therefore it is ludicrous to believe that they can assume the role of a therapy provider that will be of any benefit to his or her students with communication disorders.</p> <p>This policy needs to be revised with requirements developed for specific training for speech assistants ( a specific 2 year degree). These individuals once employed by a county board of education would need to be under the direct supervision of a master's level, fully certified speech language pathologist. Speech assistants should never be put in the position of replacing a master's level, fully certified speech pathologist to remediate the shortage situation in this state.</p> <p>I urge you to reconsider this policy so that the children of West Virginia can have the most qualified professional to help them with their communication needs. Thank you for your attention to this matter.</p> |             | <p>The intent of Section 23.1.3.n. is to provide an alternative to situations resulting from a limited number of students being accepted in speech-language pathology Master's Degree programs. Some county school systems post positions repeatedly and no fully-certified speech-language pathologist applicants apply. In areas in which limited contracted services are available, Section 23.1.3.n. allows the assignment of a speech assistant as a temporary alternative. This assignment is permissible ONLY if the speech assistant is working under the direction and guidance of a certified speech-language pathologist, and then the speech assistant may conduct only specific components of a speech and language delivery program.</p> |

| Date Rec'd                                | Individual/Organization                                                                                  | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Action/Type | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Section 126-136-23. Authorizations</b> |                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 04/14/03                                  | Tara Crane<br>P.O. Box 1059<br>Augusta, WV 26704                                                         | I am a certified audiologist who is concerned about policy 5202, section 126-136-23. I went through the same undergraduate training and know for a fact that I would not be comfortable doing speech therapy without graduate training. You do not get enough training in undergrad to account for the amount you would need in the school system. Any county, board, or employer worth his salt would not hire anyone not qualified for a position. This goes with that thinking.                                                               | NA          | The intent of Section 23.1.3.n. is to provide an alternative to situations resulting from a limited number of students being accepted in speech-language pathology Master's Degree programs. Some county school systems post positions repeatedly and no fully-certified speech-language pathologist applicants apply. In areas in which limited contracted services are available, Section 23.1.3.n. allows the assignment of a speech assistant as a temporary alternative. This assignment is permissible ONLY if the speech assistant is working under the direction and guidance of a certified speech-language pathologist, and then the speech assistant may conduct only specific components of a speech and language delivery program. |
| 04/15/03                                  | Yvonne Santin, Director of<br>Special Educ. Wood County                                                  | I feel this area needs to be addressed (and revised) in the future.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | N           | No rationale needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4/15/03                                   | Dr. Sally H. Digman, Chair,<br>Division of Education & Special<br>Programs<br>Alderson-Broadbent College | p. 60, m. A. b. clarify that even if you are not currently employed in WV that you can provide a character reference form to fulfill this requirement; and if you are in WV but not employed, that a superintendent can fill out the form.                                                                                                                                                                                                                                                                                                       | NA          | Current language in policy addresses this.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 04/16/03                                  | Kathy Finsley<br>Ohio County Schools                                                                     | n. Speech Assistant A. (a): If required to hold B.S. in speech pathology or communication disorders, why not get an out of field authorization for 1 yr. or eligibility for permit and employ as speech therapist? (c) Take out "and that no fully certified speech-language pathologist has applied for the available position."<br>B. (c) Take out "verifying that no fully certified speech-language pathologist has applied for the position." The original intent of speech assistant was to supplement county speech and language therapy. | NA          | The intent of this provision in policy is to allow the temporary assignment of a speech assistant when no fully certified SLP has applied. This provision does not preclude getting an out-of-field authorization or permit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Date Rec'd                                | Individual/Organization                                                                              | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Action Type | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Section 126-136-23. Authorizations</b> |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 04/15/03                                  | Sharon Clagett, M.A. CCC-SLP<br>Speech Language Pathologist<br>941 Farms Drive<br>Fairmont, WV 26554 | <p>The Initial Authorization for Speech Assistants is something I do not support. believe that the applicants should be of the highest qualifications for speech assistants as designated in a position statement by the American Speech Language Hearing Association (ASHA).</p> <p>Under the No Child Left Behind Legislation now being implemented, professionals should be of the highest qualifications to insure that our children have the needed trained professionals delivering services to them.</p> <p>This policy is a step backward in finding those professionals needed to deliver quality services. The quality of services will begin a decline when we bring the qualifications of professionals down to this level. The supervision of these employees would be impossible to maintain with quality as our target. Training of the employees cannot be adequately done to bring their skill level to the needed level for service delivery. You cannot train in a quick method the vast knowledge that quality service providers have attained. Some disabilities and problems need critical diagnosis and intervention. Harm can result from misguided treatments.</p> <p>As we try to give our students the services they need and deserve, let us not settle for stop gap methods that are not in their best interest when quality is the target.</p> <p>"Do no harm" applies to medical professionals and in this case can be applied to these children.</p> <p>Go forth and bring more qualified personnel to meet the needs of the state students in working environments and treat those providers in the professional manner they deserve.</p> | NA          | <p>The intent of Section 23.1.3.n. is to provide an alternative to situations resulting from a limited number of students being accepted in speech-language pathology Master's Degree programs. Some county school systems post positions repeatedly and no fully-certified speech-language pathologist applicants apply. In areas in which limited contracted services are available, Section 23.1.3.n. allows the assignment of a speech assistant as a temporary alternative. This assignment is permissible ONLY if the speech assistant is working under the direction and guidance of a certified speech-language pathologist, and then the speech assistant may conduct only specific components of a speech and language delivery program.</p> |
| 04/15/03                                  | Mary Kay Harrison<br>WVDE                                                                            | B (a) Professional Development Activities. -Completion of 15 clock hours of in-service credit related to child nutrition programs and offered or approved by the West Virginia Department of Education.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A           | Language has been added to the policy to accurately reflect this comment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Date Rec'd                                              | Individual/Organization                                                                                | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Action/Type | Rationale                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Section 126-136-25. Paraprofessional Certificate</b> |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4/10/03                                                 | Sandy Rupert                                                                                           | I am concerned that the current WV state competency test for aides is not a "rigorous standard of quality and knowledge." Are we certain the Feds will not change their minds in a year or so and require a more thorough assessment? This could cause a great deal of confusion in the future. It could necessitate placing current non-NCLB aides on transfer and reposting all classroom aide positions in Title I schools. Has your department carefully reviewed the current aide's competency test? | N           | The U.S. Department of Education has accepted West Virginia's ESEA Accountability Plan that includes the use of the current state competency exam for aides.                                                                                                                                                                                                                                                       |
| 04/15/03                                                | Dr. Sally H. Digman,<br>Chair/Division of Education &<br>Special Programs/Alderson-<br>Broadus College | p. 66 - two years of college coursework or an Associate's degree is typically at least 60 credits. 48 is bare minimum of a full-time student and is not considered a normal load for two years of college.                                                                                                                                                                                                                                                                                                | N           | Federal legislation does not specify the number of hours. This language represents the minimum number of hours.                                                                                                                                                                                                                                                                                                    |
| <b>Appendix A</b>                                       |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3/27/03                                                 | Dr. Larry Parsons,<br>Superintendent Mason County                                                      | I strongly support the recommended changes of certification for employees found in Appendix A listed on pages 68 and 69<br><br>I am expressing strong support of the certification change made in the Appendix A Section found on pages 67-69.                                                                                                                                                                                                                                                            | N           | No rationale needed                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>General Comments</b>                                 |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4/3/03                                                  | Jim Parker<br>55 Beech Lane<br>Madison, WV                                                             | Adds Autism K-12: Great! Existing special education teachers who hold an elementary license should be considered highly qualified in reading and perhaps math. Requiring existing special education teachers at the middle and secondary level to obtain a "core curriculum" (reading, math, sci., soc.st.) license will create havoc at the middle and high school level.                                                                                                                                | NA          | Any special education teacher who provides instruction and course credit for any of the NCLB-defined core curriculum areas must be fully certified in that content area by 2005-06 in order to be considered highly qualified.<br><br>Language in Section 9.6 of Policy 5202 identifies the roles of newly-assigned special education teachers and addresses the methods of delivering special education services. |
| 04/15/03                                                | Dr. Jane McKee, Associate Dean<br>for Academic Programs<br>Marshall University                         | The high standards for teacher preparation apparent in Policy 5100 are not present in this policy.                                                                                                                                                                                                                                                                                                                                                                                                        | N           | No rationale needed                                                                                                                                                                                                                                                                                                                                                                                                |

| Date Rec'd       | Individual/Organization                                                                                                                                                  | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Action/Type | Rationale                                                                                                                    |
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| General Comments |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |                                                                                                                              |
| 04/15/03         | <p>Dr. Melisa Reed, Program Coordinator, Special Education<br/>Marshall University<br/>Teacher Education JH 113<br/>One John Marshall Drive<br/>Huntington, WV 25755</p> | <p>I am very concerned that lowering the requirements for special education teachers will result in decreases in student achievement. NCLB requires highly qualified teachers, yet this policy will result in teachers who are less qualified. How will special education students make adequate yearly progress if they are taught by teachers who have not been properly trained? I realize that the state has difficulty filling special education positions, but I feel that the state should make more of an effort at recruiting and retaining teachers before asking higher education to produce inadequately trained teachers.</p> <p>This is my fourth year at Marshall University. Every year after the teacher fair, I am bombarded by graduating seniors who were disappointed at the lack of effort made by WV schools. They do not understand why WV schools cannot offer them a position until later in the summer, while recruiters from other states are willing to hire them on the spot.</p> <p>School systems from other states call these students repeatedly after interviews. Students who contact local school systems are told to get on the substitute list and wait to see what becomes available.</p> <p>Many of these students do not want to wait until the end of the summer to find out where they are going to work. They are concerned about insurance and supporting themselves, and some have to consider relocation. Why should they wait around when nearby states are willing to hire them right away.</p> <p>Every year I receive several phone calls from former students, on behalf of their principals and special educators. They want me to tell other students that there are job openings in their area and they want Marshall graduates, but I have never been contacted by a school system in West Virginia. Students realize that West Virginia cannot offer the higher salaries, signing bonuses, and other perks offered by other states. Several have told me they don't care about that, they just want to teach. Several have gone to other states simply because no one in this area showed any interest in them.</p> | N           | <p>These concerns will be shared with various teacher education stakeholder groups and county school systems state-wide.</p> |

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

**COMMENTS RECEIVED AFTER THE COMMENT PERIOD ENDED**

**March 13, 2003 Through April 15, 2003**

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

**TYPE**  
- = Negative  
+ = Positive  
0 = Neutral

| Date Rec'd                                                     | Individual/Organization                                                                                      | Comment                                                                                                                                                                                                                                                                                | Action/Type | Rationale                                           |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------|
| <b>Section 126-136-4. Definitions</b>                          |                                                                                                              |                                                                                                                                                                                                                                                                                        |             |                                                     |
| 04/21/03                                                       | Robert P. Mason<br>Assistant Superintendent<br>Mineral County Schools<br>One Baker Place<br>Keyser, WV 26726 | I can't understand this definition. Is it one or two definitions?<br>Are we accepting the federal definition, or are we adding on our own certification requirements? If so, simply state it that way.<br><br>Definition of "Shortage Area" good!!!!                                   | A -         | Definition was simplified for better understanding. |
| <b>Section 126-136-9. Assignment of Professional Personnel</b> |                                                                                                              |                                                                                                                                                                                                                                                                                        |             |                                                     |
| 04/21/03                                                       | Robert P. Mason<br>Assistant Superintendent<br>Mineral County Schools<br>One Baker Place<br>Keyser, WV 26726 | Grade level assignments - good!!! However, does EVERY person affected have to apply? Won't this mean HUNDREDS of applications? Can you handle this?                                                                                                                                    | N           |                                                     |
| <b>Section 126-136-10. Reimbursement for Educators</b>         |                                                                                                              |                                                                                                                                                                                                                                                                                        |             |                                                     |
| 04/21/03                                                       | Robert P. Mason<br>Assistant Superintendent<br>Mineral County Schools                                        | Reimbursement in shortage areas - good!!!                                                                                                                                                                                                                                              | N -         |                                                     |
| 04/21/03                                                       | Robert P. Mason<br>Assistant Superintendent<br>Mineral County Schools                                        | 2515 must be re-written to reflect different requirements for Targeted Schools versus School-wide Schools?<br><br>Also, if a separate "federal paraprofessional" certificate is to be issued, make certain the two "types" of paraprofessionals can perform the same responsibilities. | A +         | Certificate will reflect "federal paraprofessional" |

## General Comments

|          |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                                                                                                                                                                                                                                                                                                 |
|----------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 04/21/03 | Robert P. Mason<br>Assistant Superintendent                                              | <i>*The other changes not mentioned are fine with me</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | N |                                                                                                                                                                                                                                                                                                 |
| 04/18/03 | Barbara Ludlow, Ed.D<br>Professor and Program<br>Coordinator<br>West Virginia University | <p>I am writing this letter on behalf of all the faculty in the Special Education Program at West Virginia University to express our concerns about the proposed options for alternative certification in special education on page 25v of the Replacement rules document for Series 136 Minimum Requirements for Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications. Our faculty have discussed this in some detail and we are unanimously agreed in our opposition to these changes.</p> <p>The Individuals with Disabilities Education Act (IDEA) has required that each state develop a Comprehensive System of Personnel Development (CSPD) which is mandated to oversee the implementation of preservice and inservice training efforts to insure that personnel who work with children with special needs are adequately trained and supervised. This plan is supposed to reflect systems to insure personnel who are highly qualified to provide a free, appropriate public education to all students with disabilities as required by state and federal mandate. The failure to fully involve higher education in CSPD activities in general and in discussion of alternative certification in particular violates the spirit, if not the letter of the law and raises serious issues about the adequacy of training teachers will receive to insure compliance with the provisions of IDEA.</p> <p>West Virginia has traditionally had a rigorous system of reviewing and approving teacher education programs at both the graduate and undergraduate levels. All existing programs to prepare special education personnel at WVU and other colleges and universities within the state have been reviewed by teams of professionals to insure that they provide prospective and practicing teachers with appropriate knowledge and skills to teach students with special needs in each area of specialization as outlined in Policy 5100. These state-approved program requirements include knowledge and skill competencies documented by completion of coursework and also by a performance assessment conducted during a practicum experience jointly supervised by field-based personnel (cooperating teacher) and program faculty (university</p> | N | IDEA is currently being reauthorized by congress and initial draft legislation indicates that significant changes are planned for pre-school, ages 3-5. Because of these pending changes, Policy 5202 will need to be reviewed in term of Section 9.23 after the final reauthorization of IDEA. |

supervisors). In addition, the WVU program has also been designed to reflect current concepts of best practice in the discipline as laid out in professional standards adopted by The Council for Exceptional Children (CEC), the nation's largest and oldest professional organization in this field, and further approved by the National Council for the Accreditation of Teacher Education (NCATE). These standards also require performance assessments in conjunction with coursework as well as practicum experiences overseen by school and college/university personnel who meet specific requirements, including certification and experience in each area of specialization within special education. To allow individuals seeking additional endorsements in special education to bypass this state-approved and professionally-accredited process stands in direct contradiction to the values placed by this state on high quality, competency-based personnel preparation.

The recent passage of the No Child Left Behind Act was intended to improve the educational outcomes for all children, including those with disabilities. One of the Act's main provisions is that every child will have a fully certified and highly qualified teacher by 2004, on the assumption that only appropriately trained personnel can provide children with a quality educational experience. While implementing shortcuts to certification may make it easier to insure that all personnel are CERTIFIED by that date, it does little or nothing to insure that they are genuinely QUALIFIED. In fact, a proposal to allow teachers to obtain endorsements by completing the Praxis exam alone risks creating a situation where teachers hold an appropriate certificate, but may have few of the skills needed to be effective in working with children in that specialization areas.

A proposal to substitute a mentoring experience for a practicum experience is justifiable only to the extent that it provides a comparable structure for evaluation by demonstration of clearly defined teaching competencies and critical review of performance and products by qualified personnel.

The assumption that obtaining a passing score on the Praxis test alone is sufficient documentation of a teacher's knowledge and skills and/or proficiency in applying them in the real world of the classroom cannot be supported by what we know about those tests. The professional literature contains many compelling arguments about the unreliability of paper and pencil tests as a measure of teaching performance, which can only be adequately documented by observations of actual teaching performance such as it accomplished through supervision of a practicum

experience and/or by means of a structured mentoring experience. In this state, there has already been a challenge to the use of standardized tests as a measure of student proficiency, with a recommendation that test scores be balanced or replaced by alternative performance-based measures. It would be hypocritical to allow teachers to pass a test as the sole measure of teaching proficiency in special education when the state can no longer accept similar test results as a measure of student learning outcomes.

Although there is certainly some degree of overlap between the three areas of special education specialization that make up Mild Disabilities, there are also highly specialized skills within each area, ranging from academic remediation, compensatory education, and learning strategies within Learning Disabilities, to functional curriculum, activities of daily living, and activity-based instruction, strategies in mental impairments, to functional assessment, positive behavior support, and self-management strategies in Behavior Disorders. As a faculty, we are concerned that a policy that allows teachers to pass a test in each area as the sole criterion for certification or one that enables them to use completion of courses without professional documentation of their ability to apply such knowledge and skills in a practicum experience or structured mentoring activity, would fail to insure that teachers have adequate competency to provide appropriate programs for students in each area. We are concerned that parents could reasonably request due process hearings based on the fact that their child's teacher holds an endorsement that is not based on a state-approved, professionally accredited program and therefore is not providing a free appropriate public education as required under the law. We also question whether schools will be held legally liable if a student with a learning disability fails to graduate or be accepted into college because his/her teachers provided a less than appropriate educational program because they are not a fully trained in specialized methods or if a student with a behavior disorder hurts another child or him/herself because a teacher is not aware of research-based effective interventions. We wonder how a school system or the state education agency would defend itself in a civil suit if experts were prepared to testify that the teacher involved in such incidents had not been adequately prepared according to professionally recognized standards and if parents and advocates realized that a teacher's endorsement in a specialization area was based on Praxis test alone.

[illegible]

Joyce O'Dell

**From:** Gary Battin [gbattin@access.k12.wv.us]

**Sent:** Friday, April 11, 2003 1:37 PM

**To:** jnodell@access.k12.wv.us

**Subject:** Revisions to Policy 5202

126-136-16

I agree with proposed revisions to 15.1.1 and 15.1.3

Gary L. Battin  
Certified and Licensed School Psychologist

4/14/03

**Mary Wilkins**

**Subject:** FW: Policy comments for 5202

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

**From:** Constance Breza [mailto:cbreza@earthlink.net]

**Sent:** Sunday, April 13, 2003 2:58 PM

**To:** jnodell@access.k12.wv.us

**Subject:** Policy comments for 5202

To: Joyce O'dell, Office of Professional Cerification

Individual/Constance Breza, Speech-Language Pathologist \_\_\_\_\_  
Address\_\_ 1963\_\_ Decatur Ave. \_\_\_\_\_  
\_\_\_\_\_ Wheeling, WV 26003 \_\_\_\_\_

Comments:

Policy 5202 Sections **126-136-23 Authorizations**

**RE Initial authorization for speech assistants**

I find this policy to be in direct conflict with the mandates of the No Child Left Behind Act, which requires that professionals of the highest quality standards be hired. Instead, you are lowering your standards to address shortages in these positions in the schools. Don't you understand that hiring inexperienced individuals with no working expericence is worse than having no one at all? BA speech stduents have no working experience and only the basic principals of evaluation and remediation. Some have never even given a vocabulary test. You SHOUD be puting efforts into recruiting qualified masters level individuals with CCCs. This policy makes it legal to fill positions with BA people, and allows for their certification to be reauthorized unless a qualified masters level person applies for the job. If it becomes legal for these BA people to be hired, then county boards will not post the jobs- and qualified Masters level SLPs will not even know they are available.

You simply do not understand the level of technical expertise required by this job. Anybody can teach social studies if you give them a book and a course outline. It takes years of training and practice to develop the auditory discrimination abilities to be able to teach students how to make correct speech sounds in place of errors. These bachelors level people don't even have the knowledge to correct a simple w/r problem, (Wabbit/rabbit). That probably doesn't mean anything to you--but to a child who embarrassed by their speech and teased by peers--it means EVERYTHING. You could be ruining this child's life.

Would you want a medical student with two years experience to be licensed by the state as a fully competent, practicing physician? I think not-yet this is exactly what you are doing with these bachelors level people and the profession of speech language pathology.

I oppose this authorization.

Joyce O'Dell

**From:** Barb Brazeau [bbrazeau@access.k12.wv.us]

**Sent:** Thursday, April 10, 2003 2:55 PM

**To:** Joyce O'Dell

**Subject:** 5202 revisions

Joyce, I have read this one statement several times and am still confused. Under "Highly Qualified Teacher", are you saying that although NCLB defines a Title I reading teacher as "highly qualified" if she holds elementary ed cert, West Virginia regs still require the MA in reading? I'm not sure what that definition on p.4 is telling me. Sorry for being so dumb but please enlighten me. Barb

*for reporting*

*4.24*

*A - +*

*Policy revised to clarify language in this section.*

*mw*

4/14/03

**Joyce O'Dell**

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**From:** Robert Childers  
[rjchilde@access.k12.wv.us]  
**Sent:** Friday, April 11, 2003 11:36 AM  
**To:** Joyce Odell  
**Subject:** Revisions to Policy 5202  
126-136-16

I agree with proposed revisions to 15.1.1 and 15.1.3.

Robert J. Childers  
School Psychologist

4/14/03

## 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

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Individual/Organization: Ronald Childress  
Vice President for Graduate Studies and  
Dean of the School of Education and  
Professional Development

Address: Marshall University Graduate College  
100 Angus Peyton Drive  
South Charleston, WV 25303

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### §126-136-4 Definitions

**4.24 Highly Qualified Teacher.** This definition does not include completion of an approved teacher education program as necessary to be deemed "highly qualified." Completion of such a program should be required for all highly qualified teachers.

**4.24.c.B. (a) and (b)** This requires a candidate to demonstrate competency in a content area by (a) completing the content test or

(b) completing the coursework in the content area. Will this lead to licensure by testing? Will this eliminate testing in approved programs because candidates have already shown competency by completing tests? NCATE requires multiple measures of success so IHE's cannot lose the ability to test our candidates.

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

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

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

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**§126-136-9 Assignment of Professional Personnel**

**9.23 In early fall, a series of meetings was held to develop a regular education Pre-K program designed for teachers currently holding a Pre-K Special Needs license. According to the discussions in these meetings, Pre-K Special Needs teachers have not been properly trained in their program to address the needs of regular preschool children. Therefore, additional coursework should be required. This process was well in development with Marshall University already having identified the components of this new program. Now, this provision is not an option.**

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**§126-136-10 Out-of-State Applicants**

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**§126-136-13 Common Licensure Requirements**

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**§126-136-14 Professional Teaching Certificate and Professional Service Certificate**

**14.1.3.f.A. A valid certificate issued in another state is enough to get a West Virginia certificate. For years it has been common knowledge that WV**

has more rigorous standards than other states. This would allow candidates to bypass our system of producing high quality teachers. For example, Pennsylvania indicated they would accept the national certification test from the American Board for Certification of Teacher Excellence (ABCTE) in lieu of completion of an approved program for issuance of a full certificate. A candidate could then come to WV and receive licensure by testing.

**14.1.3.f.J Additional Endorsement for Special Education.** According to WV School Law and Policies 5100 and 5202, completion of an approved program including college courses is required for certification, therefore, the WVDE should not bypass established guidelines and offer certification through testing. Policy 5100 defines (5.3) "Approved Program" as a preparation program for professional educators based on WVBE adopted program objectives and guidelines which is delivered by an accredited college or university and which has been approved by the WVBE for issuance of a professional certificate." Policy 5100 further indicates that (8.5.3) "in order to add a new specialization to his or her Professional Teaching Certificate (one) is required to satisfy the approved program content requirements and the test requirements..." It would appear that 14.1.3.f.J violates the provisions for approved programs in 5100. It also violates the provisions of 126-136-14 in Policy 5202 which outlines the requirements for issuance of a license. Also, the precedent it sets is disturbing in light of the nationwide ABCTE testing for certification program. Additionally, there is currently no content test

**for MI - how will this be addressed? At the TEAC meeting on April 11, 2003, Karen Huffman indicated this provision addresses a shortage area. It is not a shortage problem, it is a recruitment and retention problem.**

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

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

**Mary Wilkins**

**Subject:** FW: Policy 5202 Sections 126-136-23

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

**From:** SRClagett@aol.com [mailto:SRClagett@aol.com]

**Sent:** Tuesday, April 15, 2003 4:59 PM

**To:** jnodell@access.k12.wv.us

**Cc:** Sharonclagett@hotmail.com

**Subject:** Policy 5202 Sections 126-136-23

I would like to make comment about Policy 5202.

The Initial Authorization for Speech Assistants is something I do not support.

I believe that the applicants should be of the highest qualifications for speech assistants as designated in a position statement by the American Speech Language Hearing Association (ASHA).

Under the No Child Left Behind Legislation now being implemented, professionals should be of the highest qualifications to insure that our children have the needed trained professionals delivering services to them.

This policy is a step backward in finding those professionals needed to deliver quality services. The quality of services will begin a decline when we bring the qualifications of professionals down to this level. The supervision of these employees would be impossible to maintain with quality as our target. Training of the employees cannot be adequately done to bring their skill level to the needed level for service delivery. You cannot train in a quick method the vast knowledge that quality service providers have attained. Some disabilities and problems need critical diagnosis and intervention. Harm can result from misguided treatments.

As we try to give our students the services they need and deserve, let us not settle for stop gap methods that are not in their best interest when quality is the target.

"Do no harm" applies to medical professionals and in this case can be applied to these children.

Go forth and bring more qualified personnel to meet the needs of the state students in working environments and treat those providers in the professional manner they deserve.

Sharon Clagett, M.A. CCC-SLP

Speech Language Pathologist

941 Farms Drive

Fairmont, WV 26554

304.367.0180 (h)

304.584.4010 (w)

304.367.0223 (fax)

4/17/03

**Mary Wilkins**

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**Subject:** FW: policy 5202

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

From: TARA CRANE [mailto:TCRANE@hardynet.com]

Sent: Monday, April 14, 2003 11:49 PM

To: jnodell@access.k12.wv.us

Subject: policy 5202

To Whom It May Concern:

I am a certified audiologist who is concerned about policy 5202, section 126-136-23. I went through the same undergraduate training and know for a fact that I would not be comfortable doing speech therapy without graduate training. You do not get enough training in undergrad to account for the amount you would need in the school system. Any county, board, or employer worth his salt would not hire anyone not qualified for a position. This goes with that thinking.

Tara Crane, P.O. Box 1059 Augusta, WV 26704

## Mary Wilkins

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**From:** Linda Curtis [lcurtis@access.k12.wv.us]  
**Sent:** Thursday, April 10, 2003 1:23 PM  
**To:** mfmiller@access.k12.wv.us  
**Subject:** 5202

Section:126-136-14

Special education endorsement requires a mentor to be assigned by the superintendent. At present all mentor positions are posted positions which the state pays the \$600.00 for each mentor which we give to the staff. Will the state pay for these since the person may not qualify for a paid mentor under the current code? Are these mentors current special ed. teachers with full certification? Does it matter? Due to the number of Cabell Co. special ed. teachers seeking all three endorsements this could be costly to obtain the mentors if the state provides no funds. I know the teachers would not do it without pay since they are paid otherwise.

126-136-9:

Section:9.6.4A special.... If special edu. teacher does not hold appropriate content specialization must collaborate... How will this be documented for accreditation purposes???

126-136-11

11.4.3.Sending list of available positions to WVBE... The May 1 deadline is quite premature Counties may not have the list of transfers to the county board until May 1. If the board doesn't approve transfers the jobs you thought you were creating may not come about. This year, the way the law reads, it is the first Monday in May which is May 5th. It is impossible for the counties to know the vacancies because the county hasn't posted the jobs for the fall until the transfer and RIF procedures are complete. At the point of the first major posting the county may have a good idea of the areas that are going to be hard to fill. We never know if an employee who is certified in several areas may bid into another area that he possesses and creates a need in a certification area not anticipated.

Due to our current laws allowing movement of current staff until 5 days prior to the instructional term it is difficult to predict.

This section needs a timeline adjustment.

Thanks,

Linda Curtis

Cabell Personnel

**Mary Wilkins**

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**Subject:** FW: Department of Ed contact information DUE APRIL 15!!!!

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

**From:** S. Dale [mailto:swsodale@charter.net]

**Sent:** Sunday, April 13, 2003 2:17 PM

**To:** jnodell@access.k12.wv.us

**Subject:** Re: Department of Ed contact information DUE APRIL 15!!!!

FAX # 304-558-8867

jnodell@access.k12.wv.us

Individual/Organization Sheila Dale, Speech Pathologist, Outnam County Schools

Address 1920 Bona Vista Drive, Charleston, WV 25311

Comments:

Policy 5202 Sections **126-136-23 Authorizations**

**RE Initial authorization for speech assistants**

Dear Ms. O'Dell,

I am appalled with the possible action of this policy. As a fully certified speech pathologist, I believe that the children of West Virginia have the right to the most qualified professional to help remediate their communication disorders. This policy abolishes that practice. I am aware of the shortage of fully certified, masters level speech pathologists in West Virginia, but to make a policy that an individual with a bachelors degree can be hired as a speech assistant with no mention in the policy that they must be supervised by a fully certified master's level speech pathologist and that no other training is required except for continuing education approved by the state department of education demeans the professionalism of all fully certified professionals who work in the public schools.

There is no mention in this policy that these individuals will receive training as a speech assistant prior to their employment. This policy assumes that they are fully qualified speech assistants because they have a bachelor's degree in communication disorders. This is not true. Bachelor's degree recipients study the theory behind communication disorders to establish their foundation before attending graduate school. Bachelor level recipients do not complete clinical practicum nor do they "student teach". They have no practical experience in communication disorders therapy. Therefore it is ludicrous to believe that they can assume the role of a therapy provider that will be of any benefit to his or her students with communication disorders.

This policy needs to be revised with requirements developed for specific training for speech assistants ( a specific 2 year degree). These individuals once employed by a county board of education would need to be under the direct supervision of a master's level, fully certified speech language pathologist. Speech assistants should never be put in the position of replacing a master's level, fully certified speech pathologist to remediate the shortage situation in this state.

I urge you to reconsider this policy so that the children of West Virginia can have the most qualified professional to help them with their communication needs. Thank you for your attention to this matter.

Sincerely,  
Sheila W. Dale, MA/CCC-S

**Mason County Board of Education  
307 8<sup>th</sup> Street  
Point Pleasant, West Virginia 25550**

April 1, 2003

Dr. David Stewart  
Capitol Complex Bldg #6  
West Virginia State Dept of Education  
Charleston, West Virginia

Dear Dr. Stewart:

As an administrator who works with personnel issues, I would like to comment on the proposed provisions in Policy 5202 to allow certifications to extend one grade level above and/or one grade level below the designated level on the teaching certificate, I provide the following:

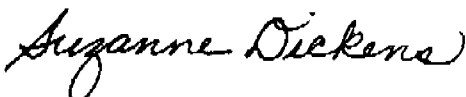
Many of our veteran educators in Mason County have twenty-five to thirty years of experience. Recently, some of these experienced and more senior educators experienced difficulty when applying for new positions using their certifications reflecting Grades 1-6 and/or Grades 1-12, especially in the case of applying for positions in our recently consolidated schools. Since public kindergartens did not exist in West Virginia prior to 1972, most institutions of higher education did not include kindergarten on licensure when certifying graduates for teaching credentials until well after this timeframe.

I particularly would like to address art, music, physical education, and counselors. These are examples of veteran educators who have long served kindergarten students in their respective schools only to find that upon closure of these schools, these same educators can no longer be considered for employment to serve the same population of students previously served at the non-consolidated school because K is now required on their certification for working in the new PreK-2, Prek-3, and/or PreK- 6 schools.

This is just one example of the ramifications of this policy. Consider Superintendents, Directors, and Principals who hold certifications prior to the automatic issuance of K level on certificates of educational leaders in our state. Maybe only younger less-experienced educators who have K stamped on their Superintendent Certification will be considered for the top Superintendent positions in West Virginia.

I have a genuine concern for assistance from our state leaders in staffing our schools with quality personnel. If you would like to engage in further dialogue in regard to my concern, feel free to contact me.

Sincerely,



Suzanne Dickens, Assistant Superintendent/Personnel



**Mary Wilkins**

---

**Subject:** FW: Comments on policies

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

From: Sally Digman [mailto:digmansh@mail.ab.edu]  
Sent: Tuesday, April 15, 2003 3:12 PM  
To: slstarch@access.k12.wv.us  
Cc: digmansh@mail.ab.edu  
Subject: Comments on policies

Serena,

I'm sending you comments on the policies because I could not figure out how to send comments via the webpage. Sorry. Hope you can forward these to whoever would be getting them.

Policy 5100:

p. 11 Need to return policy for content specializations from Prek-Adult to saying 3 out of 5 levels of field experiences are adequate, rather than needing a significant placement for each programmatic level. This would be impossible.

p. 58 Appendix D - why are all other programs that used to be K-12 now Prek-Adult except special ed areas? Why not Autism, BD, Gifted, MI, MC, LD? Just curious.

p. 91 under Multi-categorical, add a note that says it's okay for students to have taken all three individual tests OR the 0542, that either way will work. (for those who already had two and just took the third test for example)

Policy 5202

p. 5 the top section of the page (b) suggests that if you have a major in the content area you don't need the content Praxis test. We need to have them take the test, right? for title II, for NCATE?

p. 18-19

.put in this document to see p. 60 section 23.1.3 as you have noted on the summary of changes sheet.

p. 19 9.20 section - this says only 5-12 and 7-12 areas go to adult. What about 9-12 and all other K-12 not already listed in previous sections, such as special education areas?

p. 20, 11.2 - clarify is this means any educator, including subs, or just full-time regular employees

p. 27 - we don't like the automatic multicategorical by classroom experience default plan here. We believe teachers should be required to take course work to prepare them in these areas.

p. 60, m. A. b. clarify that even if you are not currently employed in WV that you can provide a character reference form to fulfill this requirement; and if you are in WV but not employed, that a superintendent can fill out the form.

p. 66 - two years of college coursework or an Associate's degree is typically at least 60 credits. 48 is bare minimum of a full-time student and is not considered a normal load for two years of college.

Sal

Dr. Sally H. Digman, Chair

11/6/03

**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

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|                          |                                          |
|--------------------------|------------------------------------------|
| Individual/Organization: | Kathy M. Finsley<br>Ohio County Schools  |
| Address:                 | 2203 National Road<br>Wheeling, WV 26003 |

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**§126-136-4 Definitions**

- 4.24. a. A exception for certification or licensing requirements for charter schools need to be examined.
- e. Vocational teacher definition will exempt most vocational teachers from the requirements of "highly qualified teacher."
- f. Special education teacher definition needs further review.

**§126-136-6 Responsibilities in the Licensure Process****§126-136-7 Authorized Licenses, Specializations and Programmatic Levels**

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

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**§126-136-9 Assignment of Professional Personnel**

- 9.6.4. Special education teachers should already be collaborating when delivering instruction in areas beyond their certification.
- 9.22 Assignment of speech Assistant - No speech assistant may be hired in place of a fully certified speech-pathologist. Do not leave in "unless no fully certified SLP has applied for the available position."

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**§126-136-10 Out-of-State Applicants**

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**§126-136-13 Common Licensure Requirements**

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**§126-136-14 Professional Teaching Certificate and Professional Service Certificate**

- 14.1.1.3 J. Additional endorsement for Special Education - This appears to be a sensible alternative for special educators needing additional certification areas.

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

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

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**§126-136-17 Professional Administrative Certificate**

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§126-136-19 Vocational Permit

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§126-136-21 Substitute Vocational Permit

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§126-136-22 Adult Licenses

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§126-136-23 Authorizations

23.13 n. Speech Assistant A. (a): If required to hold B.S. in speech pathology or communication disorders, why not get an out of field authorization for 1 yr. or eligibility for permit and employ as speech therapist? (c) Take out "and that no fully certified speech-language pathologist has applied for the available position."

B. (c) Take out "verifying that no fully certified speech-language pathologist has applied for the position."

The original intent of speech assistant was to supplement county speech and language therapy.

April 17, 2003

Joyce O'Dell  
Coordinator  
Certification

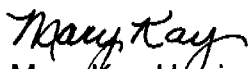
**Policy 5202 Comment**

Please consider the following changes to Policy 5202, Section 216-136-23.1.3.i on page 58. This recommended change will permit approval of inservice credit hours, not only for those professional development activities offered by the West Virginia Department of Education, but also for those **approved** by WVDE.

Recommended Change -- Add the words "or approved" as follows:

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

Thank you for this opportunity to comment on Policy 5202.

  
Mary Kay Harrison  
Executive Director  
Office of Child Nutrition

MKH/tdr

Individual/Organization: Wayne Jarvis / LD Teacher  
Roane County High School

Address: 1 Raider Way  
Spencer, WV  
25276

119 of 126

4/2/2003 8:53 PM

#### '126-136-9 Assignment of Professional Personnel

Special education teachers who are fully certified in their respective exceptionality are quite capable of delivering core curriculum by which the special education student will receive course credit. I believe it is neither wise nor necessary to expect special education teachers to be certified in a regular education core area such as English and/or math in order to be able to teach content in the form of direct services in these areas. Special educators are more aware than anyone else about the special needs of their students. These teachers can and do effectively deliver content at the modified level necessary for the students as prescribed in the child's IEP. Regular education teachers do not necessarily possess any knowledge of special education strategies and we are not suggesting that they become certified in all the exceptionalities that they serve. Granted, the special education teacher may not cover the amount of "on grade level" content in the curriculum, but that isn't what is needed to best serve our students, who typically perform well-below grade level. I find this proposal or requirement to be somewhat insulting personally. It has always been my opinion that I have plenty of education to deliver a lower-level content to the special needs students I serve.

#### '126-136-10 Out-of-State Applicants

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: Kanawha County Schools Psychologists Staff

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RETURN COMMENTS BY APRIL 15, 2003 TO:

(Please submit in MS Word format or typewritten)

Joyce O'Dell, Certification Coordinator  
West Virginia Department of Education  
Building 6, Room 252  
1900 Kanawha Boulevard, East  
Charleston, WV 25305-0033

OR

email responses to [mfmiller@access.k12.wv.us](mailto:mfmiller@access.k12.wv.us)

**\$126-136-4. Definitions.**

**\$126.136-5. Legal Basis for Licensure.**

**\$126-136-6. Responsibilities in the Licensure Process.**

**\$126-136-7. Authorized Licenses, Specializations and Programmatic Levels.**

**\$126-136-9. Assignment of Professional Personnel, 9.19 Assignment of Student Support Services:** We welcome changing School Psychologists K-12 or 1-12 to Pre K-Adult. This would permit our school psychologists staff to provide services to individuals who graduated from high school but still may require services from a school psychologist. Kanawha County Schools frequently receive requests from institutions of higher learning for a current evaluation of students who graduated from school who received special education services as learning disabled.

**\$126-136-11. Reimbursement for Educators.**

**\$126-136-13. Common Licensure Requirements.**

**\$126-136-14. Professional Teaching Certificate or Provisional Professional Service Certificate.**

**\$126-136-15. Full-Time Permits for Teaching and student Support Services.**  
Although we think 80% is better, we support the provision for school psychologist students completing 70% of a state approved program in the specialization for which the permit is requested.

**\$126-136-16. Substitute Permits for Teaching and Student Support Services.**

**\$126-136-17. Professional Administrative Certificate.**

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

**\$126-136-19. Vocational Permit.**

**\$126-136-22. Adult Licenses.**

**\$126-136-23. Authorizations.**

**\$126-136-25. Paraprofessional Certificate.**

**\$126-136-26. Licensure Appeal Panel and Professional Practice Panel.**

**Appendix A**

**Mary Wilkins**

**Subject:** FW: Comments on Policy 5202

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

**From:** Cindy Kelley [mailto:Cindy.Kelley@mail.wvu.edu]

**Sent:** Monday, April 14, 2003 3:06 PM

**To:** jnodell@access.k12.wv.us

**Subject:** Comments on Policy 5202

Joyce,

Following are my comments on the changes to Policy 5202:

Page 19 -

It seems from comments from colleges such as WVU and MU that teachers prepared in the preschool special needs area may not have all the skills necessary to be successful in the regular kindergarten classroom. This is an area your office might want to look at and reconsider.

Page 21-

Should there be a limit on number of hours to be reimbursed for one person? Since there is a limited amount of funding, this seems prudent.

Page 25 -

The state needs to be cautious accepting out of state certificates. Some states are now starting to "certify by testing." We need to ensure that we are protecting our schools and children from teachers with no pedagogical training.

Page 27 -

Having a certification in MMI does not necessarily qualify one to teach learning disabled students. Having one certification area automatically make you qualified to be licensed in another area is questionable. Another issue to consider is the effect this will have on multi-category teacher education certification across the state.

At this time, these are the only comments and concerns I have. Thank you for the opportunity to share my thoughts.

Cynthia S. Kelley, Ph.D.  
Chairperson, Education Division  
West Virginia University at Parkersburg  
300 Campus Drive  
Parkersburg, WV 26104  
304.424.8345  
304.424.8315 (fax)

4/17/03

## 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: SUE KNOTTS / Roane Cty. H.S.  
L.D. Teacher

Address: One Raider Way  
Spencer, WV 25216

#### '126-136-9 Assignment of Professional Personnel

If a current special education teacher is expected to obtain certification in English and Math to teach at the high school level for special education students, are the regular education teachers all expected to obtain special education certification in every area in order to service those students in the regular education classroom?

This proposal is unreasonable. The special needs students require more personalized instruction to address his/her deficiencies. A child with a learning disability in reading, for example, reading at a fourth grade level, could not possibly keep up with the pace or grasp the concepts of grammar usage taught in English 12. More direct modifications are necessary to allow the student to succeed and gain confidence in himself/herself to function in society.

If the student is college-bound, the I.E.P. team makes the referral to regular education classes anyway. Please continue to allow the personnel that know the student best to make those decisions.

**APR 14 2003**

**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: TODD KNOTTS / Roane Co. H.S.  
LD Teacher

Address: 1 Raider Way  
Spencer, WV  
25276

**'126-136-8 Dating of Licenses, Additional Endorsements Advanced Degrees and Advanced Salary Classifications**

\* '126-136-9 Assignment of Professional Personnel I think it would be very detrimental to fully include students with special needs. I'm a 20 teacher that teaches 9-12 grade Math. Many of my students function below the 7th grade level. Many don't even know their multiplication facts and some can't even use a calculator properly to help. How would it be beneficial to place these types of students in a regular Algebra I, II, and/or Geometry class? I'm teaching them the basic skills that they haven't retained from earlier schooling. I teach life skills Math so that will be able to function in society after graduation. Furthermore, there would be no possible way for me to see all the students in our program and give them the appropriate amount of

'126-136-10 Out-of-State Applicants

time they'd need to succeed. Wouldn't it be better to see them everyday, 90 min/daily, 5x a week? Even though I'm not a Certified Math Teacher, I am very capable of teaching our students at the level they need to be taught and challenging them to increase their abilities.

**Mary Wilkins**

---

**Subject:** FW: Speech Assistants

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

**From:** jo levisay [mailto:jlevisay@access.k12.wv.us]

**Sent:** Tuesday, April 15, 2003 7:31 AM

**To:** jnodell@access.k12.wv.us

**Subject:** Speech Assistants

I am writing in concern of Policy 5202 that allows speech pathology students to be hired with only a bachelor's degree without supervision of a master's level SLP. I feel that this policy would greatly undermine the quality of services provided to the students in the schools of WV. As one who holds a masters "plus" degree, my training at the graduate level was rigorous and invaluable. Please reconsider this policy. Our students must come first. Thank you - Jo Levisay, M.A., CCC-S Putnam Co. Schools

4/17/03

RE: WVDE Policy 5202  
Sec. 14.1 p. 42

APR - 1 2003

Public Comment:

The PRAXIS II is primarily designed to measure minimal competencies not advanced skills competencies of special education personnel.

To use the PRAXIS II in the way in which WVDE Policy 5202 (Sec. 14.1, p. 42) has presented would be detrimental to both the spirit and letter of IDEA and NCLB. The end result would be CERTIFIED MEDIOCRITY since PRAXIS Tests are not a viable (or realistic) substitution for an approved higher education program and that there is no on-site competency verification.

Thank you for your consideration in this important matter.

Dr. Victor S. Lombardo  
Professor, Coordinator of the  
Learning Disabilities Program  
Marshall University Graduate College

**Mary Wilkins**

---

**Subject:** FW: speech path assistants comments to policy 5202

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

From: Wilma Manns [mailto:wmslp@yahoo.com]

Sent: Tuesday, April 15, 2003 1:12 PM

To: jnodell@access.k12.wv.us

Cc: cbreza@earthlink.net

Subject: speech path assistants comments to policy 5202

Dear Ms. Odell,

I am writing to you to comment on the policy 5202 that our association, WV Speech Language Hearing Association (WVSHA) just learned was in the comment period. I do not know how else to proceed with this matter since I was told at our public school forum at our annual association convention on Thurs. April 10, 2003 that we had a 90 day comment period. Imagine my surprise when on Sat. April 12, 2003 I was told the deadline was today Tues. April 15, 2003. I don't know why we are not kept up-to-date and this is the second key issue that has been discovered by our association in less than 5 years. I don't feel we are given important information in a time frame that allows us to comment in order to make the appropriate changes in policy.

Since I don't have time to find out the current procedure I'm taking a chance by sending you this e-mail and by faxing you my comments. I do not like the thought of sp.path assts. and have fought this matter for many years, even with ASHA. I feel this policy will open the door for county boards of ed. to hire BA level personnel because they are less expensive for the county. I'm also concerned that we will see a trend of reversal where these personnel will not be required to actively work on the masters degree. How are we to provide the highest level of qualified people and adhere to the IDEA and "no child left behind" standards if we allow this? Please extend this policy comment period if you have any way to do so. I feel you need input from SLPs across the state and they have only been made aware of this matter. I remember our frantic attempts to meet with Dr. Marockie several years ago after we found out about the preschool certification changes. Because we were able to advocate the current change, we saved jobs for many SLPs across the state and saved the speech programs of up to 100% of staff capabilities in some counties.

Thank you for your attention to this matter and if I can be of assistance please feel free to contact me.

Sincerely,  
Wilma Manns, M.A. CCC-SLP

✓  
REC'D MAR 31 2003

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: Elaine C. Matheny

Address: 3010 Kathnor Lane Point Pleasant, WV 25550

I would like to comment on the following sections of the Board Policy 5202 listed below.

**'126-136-14 Professional Teaching Certificate and Professional Service Certificate**

The proposed changes to allow special education teachers to add endorsements seem to be needed and acceptable. I include them below:

J. 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:

(c) College Credits.- Successfully complete six hours of college credit or pass the Praxis II: Subject Assessment in each of the specializations for which the applicant is seeking certification

I would like to suggest that another area of need in WV is science certifications. I suggest that teachers who have met the requirements for a professional certificate in one field of science should be allowed to add another endorsement in a related science field by taking the Praxis II test or tests required for that endorsement. Such teachers would probably have to study to prepare for the test but I feel that if a person could develop enough expertise to pass the Praxis II test then he would be qualified to teach that area of study.

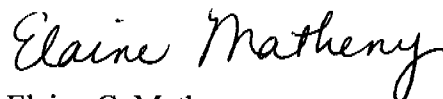
In fact, in many cases it is nearly impossible to get courses from the colleges in WV to add a science endorsement after a teacher has begun working. Undergrad classes usually are not available for working teachers. Another problem is the fact that the different colleges in WV require different coursework for the same specializations. If a person lives where more classes are required, they are at a disadvantage. The requirements for additional endorsements should be better streamlined and made more available by the State Department of Education.

There is a teacher shortage coming very soon and making it easier for teachers to add endorsements will allow teachers to meet the local needs in their county school system and will allow the county boards to meet the needs of their students with teachers who are familiar with the climate and culture of their county.

The current policy is listed below:

G. 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 Service or Professional Administrative Certificate has satisfied the pre-professional skills component.

Thank you,



Elaine C. Matheny

RETURN COMMENTS BY APRIL 15, 2003 TO:

Joyce O'Dell.

Certification Coordinator

West Virginia Department of Education

Building 6, Room 252

1900 Kanawha Boulevard, East

Charleston, WV 25305-0330



## Joyce O'Dell

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**From:** Janis McGinnis [jwm96001@hotmail.com]  
**Sent:** Friday, April 11, 2003 1:09 PM  
**To:** jnodell@access.k12.wv.us  
**Subject:** Revisions to Policy 5202

126-136-16

I agree with proposed revisions to 15.1.1 and 15.1.3.

Janis McGinnis  
Coordinator of Health Services  
Wood County Schools  
Parkersburg, WV

---

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4/15/03

## 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: Dr. Jane McKee, Associate Dean for Academic Programs  
College of Education and Human Services, Marshall University

Address: One John Marshall Drive  
Huntington, WV 25575

#### **'126-136-4 Definitions**

##### **4.24 Highly Qualified Teacher**

The definition of highly qualified teacher includes no preparation in an approved teacher education program. This definition does not indicate that any of the standards of Policy 5100 need to be met. A highly qualified teacher is not one who merely takes a test. Completion of a teacher preparation program should be a requirement for all "highly qualified" teachers.

**'126-136-6 Responsibilities in the Licensure Process**

**'126-136-7 Authorized Licenses, Specializations and Programmatic Levels**

**'126-136-8 Dating of Licenses, Additional Endorsements Advanced Degrees and Advanced Salary Classifications**

**'126-136-9 Assignment of Professional Personnel**

**'126-136-10 Out-of-State Applicants**

**'126-136-13 Common Licensure Requirements**

**'126-136-14 Professional Teaching Certificate and Professional Service Certificate**

**14.1.3.f.J Additional Endorsement for Special Education**

Again the problem arises of not completing a college program for certification but merely taking a test. Certainly, in the area of special education, it is extremely important for a "highly qualified" teacher to understand the problems of the students in the classroom and to have appropriate strategies and assessments that will make sure that NO CHILD IS LEFT BEHIND.

**'126-136-15 Full-Time Permits for Teaching and Student Support Services**

**'126-136-16 Substitute Permits for Teaching and Student Support Services**

**'126-136-17 Professional Administrative Certificate**

**'126-136-19 Vocational Permit**

**'126-136-21 Substitute Vocational Permit**

**'126-136-22 Adult Licenses**

**'126-136-23 Authorizations**

**'126-136-24 Advanced Salary Classifications for Educators**

**'126-136-26 Licensure Appeal Panel**

**General Comments**

The high standards for teacher preparation apparent in Policy 5100 are not present in this policy.

**RETURN COMMENTS BY APRIL 15, 2003 TO:**

Joyce O'Dell.

Certification Coordinator

West Virginia Department of Education

Building 6, Room 252

1900 Kanawha Boulevard, East

Charleston, WV 25305-0330

## 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: Jim Parker

55 Beech Lane

Address: Madison WV

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**'126-136-4 Definitions**

*Replace 4.22f. A. with attached*

**'126-136-6 Responsibilities in the Licensure Process**

**'126-136-7 Authorized Licenses, Specializations and Programmatic Levels**

**'126-136-8 Dating of Licenses, Additional Endorsements Advanced Degrees and Advanced Salary Classifications**

**'126-136-9 Assignment of Professional Personnel**

e. When the term "highly qualified teacher" is used with respect to a vocational teacher, it means that:

A. Only those teachers who teach core academic courses are required to meet the definition of highly qualified teacher.

f. When the term "highly qualified teacher" is used with respect to a special education teacher, it means that:

A. If a special education teacher is responsible for course credit and delivering the core curriculum as defined by "No Child Left Behind" to students with exceptionalities, the teacher must meet "No Child Left Behind" guidelines.

*Collaborate with the Content Area Teacher when planning + delivering instruction.*

4.23. 25. Initial License. The first license issued to an individual by the West Virginia Department of Education W. Va. under Policy 126-136 or Policy 126-92.

4.24. 26. Institution of Higher Education. - An accredited college or university.

4.25. 27. 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.

4.26. 28. Licensing Agency. - West Virginia Department of Education WVDE.

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

4.28. 30. 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.

4.29. 31. M.A. - A master's degree related to the public school program earned at an accredited institution of higher education as defined in 126-136-4.2 approved to offer graduate work, which has been issued to, or the requirements for which have been met, by a person who qualifies for or holds a Professional Certificate or its equivalent.

4.30. 32. M.A. Plus 15. - A master's degree related to the public school program

**'126-136-23 Authorizations**

**'126-136-24 Advanced Salary Classifications for Educators**

**'126-136-26 Licensure Appeal Panel**

**General Comments**

Adds Autism K-12 : Great!

Existing Special Education Teachers who hold an elementary license should be considered highly qualified in reading & perhaps Math.

Requiring existing Sp. Ed. Teachers at the Middle & Secondary level to obtain a "core curriculum" (Rdg, Math, Sci, Soc. ST) license will create havoc at the

**RETURN COMMENTS BY APRIL 15, 2003 TO:** Middle & High School Level.

Joyce O'Dell.

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**Mary Wilkins**

**From:** Karla Ball [kball@access.k12.wv.us]  
**Sent:** Thursday, March 27, 2003 3:48 PM  
**To:** Mary Wilkins  
**Subject:** Comments

**Comments:**  
126-136-9 I strongly support the recommended changes to employee certification found in sections 9.17, 9.18 and 9.19 recorded on page 18.

Dr. Larry Parsons, Superintendent Mason County  
leparson@access.k12.wv.us

**Comments:**  
126-36-14 I strongly support the recommended changes recorded under 14.13.9.4. found on page 27.

Dr. Larry Parsons, Superintendent Mason County  
leparson@access.k12.wv.us

**Comments:**  
Appendix A I strongly support the recommended changes of certification for employees found in Appendix A listed on pages 68 and 69

Dr. Larry Parsons, Superintendent Mason County  
leparson@access.k12.wv.us

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**Mary Wilkins**

**From:** Karla Ball [kball@access.k12.wv.us]  
**Sent:** Thursday, March 27, 2003 3:36 PM  
**To:** Mary Wilkins  
**Subject:** Comments

I am expressing strong support of the certification change made in the Appendix A Section found on pages 67-69.  
Dr. Larry E. Parsons  
leparson@access.k12.wv.us

4/15/03  
mu

**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: Dr. Edwina Pendarvis, Coordinator, Gifted Education

Address: Marshall University  
Teacher Education, JH 108  
One John Marshall Drive  
Huntington, WV 25755

**126-136-14**

**Currently employed in behavior disorders, specific learning disabilities, or mentally impaired, mild/moderate special education classroom . . .**

Needs clarification. Would a teacher of one category be eligible to receive certification in another, whether they are currently serving the other category(ies) or not?

**Has five years of special education experience teaching in one of the identified fields.**

This criterion seems to assume that working with students with mental impairments, learning disabilities, and behavior disorders requires one set of skills that applies to all groups. Research indicates some similarities, but many differences between the groups. The number of years teaching in only one of the fields is irrelevant; five years or even more would not assure relevant skills in all categories.

**Six hours of college credits**

These courses need to be specific to the disability(ies) in which the teacher is seeking certification.

**Or pass the Praxis II**

Although passing the Praxis specialization test indicates some knowledge in the field, it does not, in itself, assure competence to teach. The test is a short test establishing minimal knowledge—it does not measure skills at all.

**Mentorship**

The timeframe and amount of contact between mentor and teacher being mentored needs to provide for close supervision and a great deal of feedback. The qualifications of the

mentor need to include advanced coursework, certification in the field in which the teacher seeks certification, and evidence of skill in working with students with disabilities in the category in which the teacher (mentee) is seeking certification. The structure for the required time for a mentorship within the school day needs to be established.

4/15/03

**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: Dr. Melisa Reed  
Program Coordinator, Special Education

Address: Marshall University  
Teacher Education JH 113  
One John Marshall Drive  
Huntington, WV 25755

mmw

**126-136-14**

*Currently employed in behavior disorders, specific learning disabilities, or mentally impaired-mild/moderate special education classroom....*

Does this mean that a teacher in a self-contained behavior disorders classroom is eligible to receive certification in SLD or MI even if they are not currently serving either of those populations? I would like to see this clarified.

*Has five years of special education experience teaching in one of the identified fields?*  
Students with SLD, BD, and MI are not a homogeneous group of students. While there can be some overlapping characteristics, each group also has very specific and unique issues requiring differential teaching strategies. A teacher could be very skilled when it comes to modifying academic assignments for students with mental impairments, but incompetent when it comes to managing the behavior of students with severely challenging behavior.

*Six hours of college credits.*

What courses will be acceptable? They should be disability-specific.

If students only have to take 6 hours, they will not take practicum. This means they will not have the opportunity for supervision, support, and feedback while they are trying to implement the knowledge and skills they have learned in their disability-specific courses.

*... Or pass the Praxis II*

Standardized tests are only a mild indicator of ability and only assess minimal knowledge levels. Learning information in order to pass a test does not mean gaining the skills needed to actually students.

*Mentorship*

I like the idea of a mentor, but what are the skills, experience, and other qualifications of mentors?

*General Comments*

I am very concerned that lowering the requirements for special education teachers will result in decreases in student achievement. NCLB requires highly qualified teachers, yet this policy will result in teachers who are less qualified. How will special education students make adequate yearly progress if they are taught by teachers who have not been properly trained?

I realize that the state has difficulty filling special education positions, but I feel that the state should make more of an effort at recruiting and retaining teachers before asking higher education to produce inadequately trained teachers.

This is my fourth year at Marshall University. Every year after the teacher fair, I am bombarded by graduating seniors who are disappointed at the lack of effort made by WV schools. They do not understand why WV schools cannot offer them a position until later in the summer, while recruiters from other states are willing to hire them on the spot.

School systems from other states call these students repeatedly after interviews. Students who contact local school systems are told to get on the substitute list and wait to see what becomes available.

Many of these students do not want to wait until the end of the summer to find out where they are going to work. They are concerned about insurance and supporting themselves, and some have to consider relocation. Why should they wait around when nearby states are willing to hire them right away.

Every year I receive several phone calls from former students, on behalf of their principals and special educators. They want me to tell other students that there are job openings in their area and they want Marshall graduates. I also receive calls and notices from recruiters in other states who want our graduates, but I have never been contacted by a school system in West Virginia.

Students realize that West Virginia cannot offer the higher salaries, signing bonuses, and other perks offered by other states. Several have told me they don't care about that, they just want to teach. Several have gone to other states simply because no one in this area showed any interest in them.

## Mary Wilkins

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**From:** Sandy Rupert [srupert@access.k12.wv.us]  
**Sent:** Thursday, April 10, 2003 3:47 PM  
**To:** mfmiller@access.k12.wv.us  
**Subject:** 5202

I am concerned that the current WV state competency test for aides is not a "rigorous standard of quality and knowledge." Are we certain the Feds will not change their minds in a year or so and require a more thorough assessment? This could cause a great deal of confusion in the future. It could necessitate placing current non-NCLB aides on transfer and reposting all classroom aide positions in Title I schools. Has your department carefully reviewed the current aide's competency test?

**Mary Wilkins**

---

**Subject:** FW: policy 5202 comments

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

From: Rotter, Margaret [mailto:rotter1@marshall.edu]  
Sent: Monday, April 14, 2003 3:00 PM  
To: jnodell@access.k12.wv.us  
Subject: policy 5202 comments

Hello Ms. O'Dell,

I was concerned about the proposed change in section 9.22 of policy 5202, which I just read this morning. I hope you are still considering public comments. I work at Marshall and BA/BS students often have had no clinical experience with students having communication disorders. They have had many academic courses, but our 2 years master's program includes many more hours concentrating on communication, communication disorders and guided practica. It would be difficult for an SLP assistant, working within sight of an SLP to gain experience on the job in a short time. If a qualified SLP is not available, I believe it would be difficult for an asst. to have the supervision needed to give the best service to WV students.

You probably know better than I, but I believe that IDEA confirms that students with communication disorders should have access to the highest qualified provider. Our nat'l organization has national outcome research with students receiving therapy from master's level SLPs and we could probably get you that information if you want it. I am concerned that WV students would be in therapy longer, and there be a greater chance of misidentification without the on-site services of a certified SLP. With NCLB legislation, working with master's level SLPs would give the best chance for progress to students with IEPs.

I supervise in our University Clinic and am Marshall's University Coordinator for Student Teaching in Communication Disorders. I see the experience these graduate students gain during these experiences.

If a certified SLP seems unavailable, contracted SLP services may be more expensive, but may be one way WV students would receive therapy from a qualified and experienced provider. The salary supplement bill to give SLPs access to the supplement provided to Master Teachers would be another avenue to help attract and retain qualified SLPs in WV schools. I appreciate the opportunity to comment on these proposed changes and hope you will consider recommending deletion of section 9.22 permitting Bachelor's level personnel to provide speech-language therapy services as assistants in WV schools when a qualified SLP has not applied for a position.

Margaret Rotter  
mailto:rotter1@marshall.edu

RESPONSE FORM

APR 15 2003

**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: Yvonne Santin, Director of Special Education  
Wood County Schools, 1210 Thirteenth Street  
Parkersburg, WV 26101

RETURN COMMENTS BY APRIL 15, 2003 TO:

(Please submit in MS Word format or typewritten)

Joyce O'Dell, Certification Coordinator  
West Virginia Department of Education  
Building 6, Room 252  
1900 Kanawha Boulevard, East  
Charleston, WV 25305-0033

OR

e-mail responses to [mfmiller@access.k12.wv.us](mailto:mfmiller@access.k12.wv.us)

**§126-136-13. Common Licensure Requirements.**

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

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

I am in support and agree with the changes proposed for this section.

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

**§126-136-17. Professional Administrative Certificate.**

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

**§126-136-19. Vocational Permit.**

**§126-136-22. Adult Licenses.**

**§126-136-23. Authorizations.**

I feel this area needs to be addressed (and revised) in the future.

**§126-136-25. Paraprofessional Certificate.**

**§126-136-26. Licensure Appeal Panel and Professional Practice Panel.**

**Appendix A**

**Appendix B**

RESPONSE FORM

APR - 4 2003

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: Dr. Michael Sullivan

Executive Director

Address: West Virginia Advisory Council for the Education of  
Exceptional Children

100 Angus E. Peyton Drive

South Charleston, WV 25303-1600

'126-136-4 Definitions

'126-136-6 Responsibilities in the Licensure Process

'126-136-7 Authorized Licenses, Specializations and Programmatic Levels

**'126-136-8 Dating of Licenses, Additional Endorsements Advanced Degrees and Advanced Salary Classifications**

**'126-136-9 Assignment of Professional Personnel**

The movement of the additional clarifying language in 126-136-9, Section 9.6.1 through 9.6.6 from Policy 5100 to Policy 5202 is long overdue and a welcomed revision.

**'126-136-10 Out-of-State Applicants**

**'126-136-13 Common Licensure Requirements**

'126-136-14 Professional Teaching Certificate and Professional Service Certificate

The Advisory Council has reviewed the proposed addition of language related to Section 14.139J), a section describing the process for adding additional endorsements for Special Education, and finds it highly objectionable. Several points of discussion are appropriate and include the following:

This section appears to offer a "quick fix" to meeting the NCLB requirement for fully certified teachers. WV Department of Education supply and demand data indicate that an adequate supply of fully licensed teachers is not the problem. In fact, in most counties there are more licensed special educators than there are existing positions - they simply are not being retained in these positions for variety of reasons not related to certification.

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The Council strongly objects to what amounts to this licensure-by-testing approach. PRAXIS II tests are designed to be used to verify some minimal level of knowledge prior to licensure, not to be used in lieu of the rigorous standards for teacher preparation programs found in State Board Policy 5100. The net effect of this change would be to diminish the current level of training required for teachers of exceptional students. This seems entirely inconsistent with the NCLB mandate for all students to demonstrate Adequate Yearly Progress (AYP). Expecting LEAs and teachers to achieve this benchmark with less rigorously trained special educators is unrealistic.

The unrealistic language proposed in this section implies the incorrect assumption that students with learning disabilities, mental retardation or behavior disorders are a homogeneous group of youngsters requiring the same specially designed instruction, curricular adaptation and behavior management techniques. In fact, students correctly identified as LD, BD or MI have distinctly different instructional and/or behavioral needs and these require appropriately trained teachers.

The proposed language contains no provision or assurance that the WV Professional Teaching Standards as they relate to these exceptionalities are met. In fact, no provision for the Policy 5100 requirement for performance assessment in the content area (LD, BD or MI) is to be found in this section.

14.1.3. J(c)

- The proposed successful completion of six hours of college credit is entirely open-ended. Could an "Introduction to Bowling" course be used? This language should date unequivocally that the coursework requirement be specific to that exceptionality and be drawn from the rigorous standards required by Policy 5100 for approval of licensure programs in the content area.
- The Council strongly supports completion of both the State Board approved licensure program and the appropriate PRAXIS Test. This mechanism, already in current State Board policy, would continue to assure that LD, MI and BD students are served by highly qualified teachers, the same assurance provided to all other students in the content areas of reading, math, science, etc.

The Advisory Council feels that the net effect of the proposed language in this section would be to weaken current policy requirements for quality preparation of special educators. This, will, in the long run, be of disservice to K-12 systems, and to students with disabilities in particular, as we jointly engage the challenges of NCLB to provide all students the opportunity to progress toward the goal of AYP with the guidance and support of highly qualified teachers.

#### **'126-136-15 Full-Time Permits for Teaching and Student Support Services**

'APR - 9 2003

## 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: Roane County Schools  
Doris L. Weekley

Address: P.O. Box 609  
Spencer, WV 25276

**'126-136-8 Dating of Licenses, Additional Endorsements Advanced Degrees and Advanced Salary Classifications**

**'126-136-9 Assignment of Professional Personnel**

Special Education teachers need the flexibility to serve all Students regardless of their Certification. The State Certified them to work with a particular disability. Students' individual IEP's need to be met. The Special Ed. Dept will not move forward unless this happens. "No Child Left Behind", this will surely happen if this becomes State policy.

**'126-136-10 Out-of-State Applicants**

~~14.1.3.1~~ N-+  
14.1.3.1

**Mary Wilkins**

---

**Subject:** FW: Comment on P 5202 Section 16.1.3.a.

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

**From:** Brenda Wilson [mailto:wilsonbr@oscar.wvsc.edu]

**Sent:** Tuesday, April 15, 2003 1:36 PM

**To:** Karen L. Huffman, Ed. D., Assistant Director

**Subject:** Comment on P 5202 Section 16.1.3.a.

This is the section where you allow applicants for short-term substitute permits who have completed student teaching but have not completed an approved program in teacher preparation to use documentation of successful completion of student teaching in lieu of the 18 hour substitute teacher training. This is a good idea.

Brenda Wilson, Interim Chair of Education  
West Virginia State College  
PO Box 1000  
Institute WV 25112  
304-766-3253

4/17/03

4/15

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: West Virginia School Psychologists Association

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RETURN COMMENTS BY APRIL 15, 2003 TO:

(Please submit in MS Word format or typewritten)

Joyce O'Dell, Certification Coordinator  
West Virginia Department of Education  
Building 6, Room 252  
1900 Kanawha Boulevard, East  
Charleston, WV 25305-0033

OR

email responses to [mfmiller@access.k12.wv.us](mailto:mfmiller@access.k12.wv.us)

**\$126-136-4. Definitions.**

**\$126-136-5. Legal Basis for Licensure.**

**\$126-136-6. Responsibilities in the Licensure Process.**

**\$126-136-7. Authorized Licenses, Specializations and Programmatic Levels.**

**\$126-136-9. Assignment of Professional Personnel, 9.19 Assignment of Student Support Services:** We applaud changing School Psychologists K-12 or 1-12 to Pre K-Adult. This would permit school psychologists to provide services to individuals who graduated from high school but still may require services from a school psychologist. We frequently receive requests from institutions of higher learning for a current evaluation of students who graduated from school who received special education services as learning disabled.

**\$126-136-11. Reimbursement for Educators.**

**\$126-136-13. Common Licensure Requirements.**

**\$126-136-14. Professional Teaching Certificate or Provisional Professional Service Certificate.**

**\$126-136-15. Full-Time Permits for Teaching and student Support Services.**  
We support the provision for school psychologist students completing 70% of a state approved program in the specialization for which the permit is requested.

**\$126-136-16. Substitute Permits for Teaching and Student Support Services.**

**\$126-136-17. Professional Administrative Certificate.**

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

**\$126-136-19. Vocational Permit.**

**\$126-136-22. Adult Licenses.**

**\$126-136-23. Authorizations.**

**\$126-136-25. Paraprofessional Certificate.**

**\$126-136-26. Licensure Appeal Panel and Professional Practice Panel.**

**Appendix A**

**Appendix B**

REC'D APR 18 2003

Educational Theory & Practice

## West Virginia University

College of Human Resources and Education

PO Box 6122

Morgantown WV 26506-6122

April 14, 2003

Joyce O'Dell, Certification Coordinator  
Office of Professional Preparation  
West Virginia Department of Education  
Building 6, Room 252  
1900 Kanawha Boulevard East  
Charleston, WV 25305-0330

Dear Joyce,

I am writing this letter on behalf of all the faculty in the Special Education Program at West Virginia University to express our concerns about the proposed options for alternative certification in special education on page 25v of the Replacement Rules document for Series 136 Minimum Requirements for Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications. Our faculty have discussed this in some detail and we are unanimously agreed in our opposition to these changes.

The Individuals with Disabilities Education Act (IDEA) has required that each state develop a Comprehensive System of Personnel Development (CSPD) which is mandated to oversee the implementation of preservice and inservice training efforts to insure that personnel who work with children with special needs are adequately trained and supervised. This plan is supposed to reflect collaboration between state education agencies, institutions of higher education, and local school systems to insure personnel who are highly qualified to provide a free, appropriate public education to all students with disabilities as required by state and federal mandate. The failure to fully involve higher education in CSPD activities in general and in discussion of alternative certification in particular violates the spirit, if not the letter of the law and raises serious issues about the adequacy of training teachers will receive to insure compliance with the provisions of IDEA.

West Virginia has traditionally had a rigorous system of reviewing and approving teacher education programs at both the graduate and undergraduate levels. All existing programs to prepare special education personnel at WVU and other colleges and universities within the state have been reviewed by teams of professionals to insure that they provide prospective and practicing teachers with appropriate knowledge and skills to teach students with special needs in each area of specialization as outlined by Policy 5100. These state-approved program requirements include knowledge and skill competencies documented by completion of coursework and also by a performance assessment conducted during a practicum experience jointly supervised by field-based personnel (cooperating teachers) and program faculty (university supervisors). In addition, the WVU program has also been designed to reflect current concepts of best practice in the discipline as laid out in professional standards adopted by the Council for Exceptional Children (CEC), the nation's largest and oldest professional organization in this field, and further approved by the National Council for the Accreditation of Teacher Education (NCATE). These standards also require performance assessments in conjunction with coursework as well as practicum experiences overseen by school and college/university personnel who meet specific requirements, including certification and experience in each area of specialization within special education. To allow individuals seeking additional endorsements in special education to bypass this state-approved and professionally-accredited process stands in direct contradiction to the values placed by this state on high quality, competency-based personnel preparation.

**Curriculum & Instruction**

304 293-3441

Fax: 304 293-3802

**Literacy Studies**

304 293-4769

**Special Education**

304 293-3450

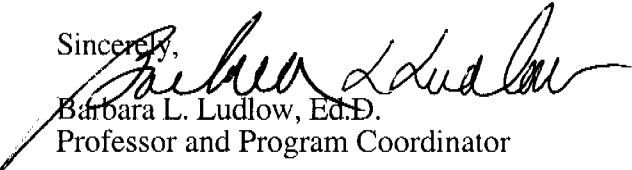
Fax: 304 293-6834

The recent passage of the No Child Left Behind Act was intended to improve the educational outcomes for all children, including those with disabilities. One of the Act's main provisions is that every child will have a fully certified and highly qualified teacher by 2004, on the assumption that only appropriately trained personnel can provide children with a quality educational experience. While implementing shortcuts to certification may make it easier to insure that all personnel are CERTIFIED by that date, it does little or nothing to insure that they are genuinely QUALIFIED. In fact, a proposal to allow teachers to obtain endorsements by completing the Praxis exam alone risks creating a situation where teachers hold an appropriate certificate, but may have few of the skills needed to be effective in working with children in that specialization area. A proposal to substitute a mentoring experience for a practicum experience is justifiable only to the extent that it provides a comparable structure for evaluation by demonstration of clearly defined teaching competencies and critical review of performance and products by qualified personnel.

The assumption that obtaining a passing score on the Praxis test alone is sufficient documentation of a teacher's knowledge and skills and/or proficiency in applying them in the real world of the classroom cannot be supported by what we know about those tests. The professional literature contains many compelling arguments about the unreliability of paper and pencil tests as a measure of teaching performance, which can only be adequately documented by observations of actual teaching performance such as is accomplished through supervision of a practicum experience and/or by means of a structured mentoring experience. In this state, there has already been a challenge to the use of standardized tests as a measure of student proficiency, with a recommendation that test scores be balanced or replaced by alternative performance-based measures. It would be hypocritical to allow teachers to pass a test as the sole measure of teaching proficiency in special education when the state can no longer accept similar test results as a measure of student learning outcomes.

Although there is certainly some degree of overlap between the three areas of special education specialization that make up Mild Disabilities, there are also highly specialized skills within each area, ranging from academic remediation, compensatory education, and learning strategies within Learning Disabilities, to functional curriculum, activities of daily living, and activity-based instruction, strategies in mental impairments, to functional assessment, positive behavior support, and self-management strategies in Behavior Disorders. As a faculty, we are concerned that a policy that allows teachers to pass a test in each area as the sole criterion for certification or one that enables them to use completion of courses without professional documentation of their ability to apply such knowledge and skills in a practicum experience or structured mentoring activity, would fail to insure that teachers have adequate competency to provide appropriate programs for students in each area. We are concerned that parents could reasonably request due process hearings based on the fact that their child's teacher holds an endorsement that is not based on a state-approved, professionally accredited program and therefore is not providing a free appropriate public education as required under the law. We also question whether schools will be held legally liable if a student with a learning disability fails to graduate or be accepted into college because his/her teachers provided a less than appropriate educational program because they are not fully trained in specialized methods or if a student with a behavior disorder hurts another child or him/herself because a teacher is not aware of research-based effective interventions. We wonder how a school system or the state education agency would defend itself in a civil suit if experts were prepared to testify that the teacher involved in such incidents had not been adequately prepared according to professionally recognized standards and if parents and advocates realized that a teacher's endorsement in a specialization area was based on Praxis test scores alone.

Sincerely,



Barbara L. Ludlow, Ed.D.

Professor and Program Coordinator

## **RESPONSE – POLICY 5202 –**

**Robert P. Mason**  
Assistant Superintendent  
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One Baker Place  
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### **126-136-4 Definitions**

1. I can't understand this definition. Is it one or two definitions? Are we accepting the federal definition, or are we adding on our own certification requirements? If so, simply state it that way.
2. Definition of "Shortage Area" good!!!!

### **126-136-9 Assignment of Professional Personnel**

Grade level assignments – good!!! However, does EVERY person affected have to apply ? Won't this mean HUNDREDS of applications? Can you handle this?

### **126-136-10 Reimbursement for Educators**

Reimbursement in shortage areas – good!!!

### **126-136-23 Authorizations**

1. Grade modifications – good!!!! (see comments on 126-136-9)
2. Additions to Permanent Middle Childhood Authorizations – good!!!!

### **126-136-24 Paraprofessional Certificate**

1. 2515 must be re-written to reflect different requirements for Targeted Schools versus School-wide Schools!
2. Also, if a separate "federal paraprofessional" certificate is to be issued, make certain the two "types" of paraprofessionals can perform the same responsibilities.

*\*The other changes not mentioned are fine with me.*