

WEST VIRGINIA
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5

FILED

1991 JUN 26 PM 3:42

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

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

AGENCY: West Virginia Department of Education TITLE NUMBER: 126

CITE AUTHORITY: 18A-3-1a

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES _____, NO xx

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

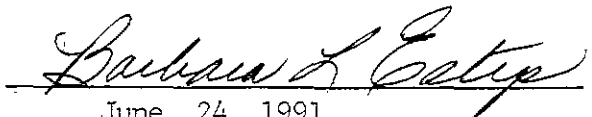
TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: 161 Policy 5901

TITLE OF RULE BEING ADOPTED: Alternative Programs for the Education
of Teachers

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE

EFFECTIVE DATE OF THIS RULE IS August 6, 1991


June 24, 1991

2.50

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

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1991 JUN 26 PM 3:43

POLICY 5901: Alternative Programs
SUBJECT for the Education of Teachers FUND _____

OFFICE OF THE SECRETARY OF STATE
COMMONWEALTH OF VIRGINIA

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST 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 AND ITEM 3 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	\$ 30,000	\$	\$ -0-	\$ 30,000	\$ -0-
PERSONAL SERVICES	\$	\$	\$	\$	\$
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER	30,000			30,000	
2. ESTIMATED TOTAL REVENUES	\$ 30,000	\$	\$	\$ 30,000	\$

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

The allocation is for a one-time distribution of competitive grant movies for the development of alternative programs as per:

10 programs @ \$3,000

IMPACTS
FISCAL:

STATE STAFF: None

DATE AGENCY

AUTHORIZED REPRESENTATIVE

FILED

EXECUTIVE SUMMARY
Policy 5901: Alternative Programs for the
Education of Teachers

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SECRETARY OF STATE

Purpose

Policy 5901 describes candidate qualifications and program submission and implementation requirements related to alternative programs for the education of teachers.

Background

The proposed policy is a response to legislation passed in the August, 1990 session of the West Virginia Legislature. Provisions of Senate Bill 1 identify candidate qualifications and alternative program requirements submitted and administered by a school, a school district, consortium of schools, regional education service agency, or an institution of higher education. The policy proposes both statutory and State Board regulations.

This policy was distributed for public comment as a result of board action in April 1991. Five individuals submitted comments which are summarized on the attachment. No changes were made as a result of the comments.

TITLE 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18A-3-1a
SERIES 161
POLICY 5901

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TITLE: ALTERNATIVE PROGRAMS FOR
THE EDUCATION OF TEACHERS

SECTION 1: GENERAL

- 1.1 Purpose - The purposes of this policy is to establish candidate eligibility criteria and program requirements for alternative teacher education programs which lead to West Virginia professional licensure.
- 1.2 Authority: West Virginia Code 18A-3-1a.
- 1.3 Filing Date: June 24, 1991
- 1.4 Effective Date: August 6, 1991
- 1.5 Repeal of former rule: None - This is a new regulation.

SECTION 2: CANDIDATE QUALIFICATIONS FOR PARTICIPATION IN ALTERNATIVE PROGRAMS
FOR THE EDUCATION OF TEACHERS

To be eligible for participation in a state board approved Alternative Program for the Education of Teachers (hereafter, APET), the individual shall:

- 2.1 Hold at least a bachelor's degree from an accredited institution of higher education in a discipline taught in the public schools and in a teaching specialization approved by the state board for APET.
- 2.2 Have not previously completed a state approved teacher preparation program.
- 2.3 Satisfy the appropriate state board approved basic skills and subject matter test requirements, or complete three years of successful teaching experience within the last seven years in the area for which licensure is being sought.
- 2.4 Be a citizen of the United States, be of good moral character and physically, mentally, and emotionally qualified to perform the duties of a teacher, and eighteen (18) years of age on or before the first day of October of the year in which the alternative teacher certificate is issued.

SECTION 3: LETTER OF ELIGIBILITY AND INITIAL LICENSURE REQUIREMENTS

- 3.1 Individuals who meet all qualifications indicated in Section 2 may apply to the West Virginia Department of Education for a letter of eligibility which permits the individual to seek employment in a school included in an approved alternative program.
- 3.2 Once the individual has been employed, application must be made to the West Virginia Department of Education for an APET certificate.
- 3.3 The APET certificate must be on file in the employing county office within three school months of the candidate's employment.
- 3.4 The APET certificate expires on June 30 of the school year in which it is issued. The certificate may be reissued one time upon verification by the county superintendent that the candidate is continuing employment and participation in the alternate program.

SECTION 4: SUBMISSION AND APPROVAL OF THE ALTERNATIVE PROGRAM FOR THE EDUCATION OF TEACHERS

- 4.1 A school, school district, consortium of schools, regional education service agency or an institution of higher education, must submit a plan to the West Virginia Department of Education on or before April 1 preceding the school year of its implementation.
- 4.2 Board approval is for three years. Approval for an additional three years may be sought via a written request to the board by April 1 prior to the expiration of the approval period. The request for an extension of the program must be accompanied by a written report which provides data and information on the program's delivery and effectiveness.
- 4.3 The state board may terminate an APET before the expiration of the approval period if, in its judgement, conditions no longer exist to support a viable APET. The board decision to terminate an APET must be communicated to the alternative program administrator no later than April 1 preceding the beginning of the next school year.

SECTION 5: PROGRAM PROPOSAL REQUIREMENTS

- 5.1 Each plan submitted by a school, school district, consortium of schools or regional education service agency must provide evidence of having sought sponsorship with one or more institutions of higher education approved by the state board for offering educational personnel preparation programs.
- 5.2 Alternative programs are restricted to professional teaching specializations identified by the state board.

- 5.3 Each chief administrative officer from the agency(ies) sponsoring the plan must sign the program proposal.
- 5.4 The proposal must list anticipated program expenditures and revenue sources, which shall include tuition charges (if any) to program participants.
- 5.5 The proposal must include vitae and program assignments of personnel involved in the training, supervision and/or evaluation of the alternative teacher education program candidate.
- 5.6 The proposal must include required program components indicated in Section 6 (below).

SECTION 6: REQUIRED COMPONENTS OF AN ALTERNATIVE PROGRAM
FOR THE EDUCATION OF TEACHERS

- 6.1 An APET shall include approximately two hundred hours of formal instruction provided in all of the three required phases described below.

- 6.1.1. Phase I

Phase I shall consist of a full-time seminar/practicum of no less than twenty and no more than thirty days duration which is accomplished before the alternative program teacher has full responsibility for a classroom. The seminar/practicum shall:

- a) provide formal instruction in the essential areas for professional study which shall emphasize the topics of student assessment, development and learning, curriculum, classroom management, and the use of educational computers and other technology;
- b) introduce basic teaching skills through supervised teaching experiences with students;
- c) integrate the seminar and practicum components; and,
- d) include an orientation to the policies, organization and curriculum of the employing district.

- 6.1.2 Phase II

Phase II shall consist of the following components:

- a) a period of intensive on-the-job supervision beginning the first day on which the alternative program teacher assumes full responsibility for a classroom and continuing for a period of at least two weeks;

- b) during the initial teaching period, the alternative program teacher shall be visited and critiqued no less than one time per week by members of a professional support team and shall be observed and formally evaluated at the end of five weeks and at the end of ten weeks by the appropriately certified members of the team;
- c) formal instruction shall be continued in the essential areas for professional study which shall emphasize the topics of teaching skills, student assessment, development and learning, curriculum, classroom management, and the use of educational computers and other technology; and,
- d) at the end of the ten-week period, the alternative program teacher shall receive a formal written progress report from the chairperson of the support team.

6.1.3 Phase III

Phase III shall consist of an additional period of continued supervision and evaluation of no less than twenty weeks duration. During this period, the alternative program teacher shall be visited and critiqued at least twice per month and shall be observed formally and evaluated at least twice. No more than two months shall pass without a formal evaluation. Formal instruction shall continue in the essential areas for professional study.

- 6.2 Opportunities shall be provided for the alternative program teacher to observe the teaching of experienced colleagues.
- 6.3 Training and supervision of alternative program teachers shall be provided by a professional support team comprised of a school principal, an experienced classroom teacher, a college or university education faculty member and a curriculum supervisor. Districts or schools which do not employ curriculum supervisors or have been unable to establish a relationship with a college or university shall provide for comparable expertise on the team. The school principal or the teacher education chair, in the case of an institution of higher education sponsored program, shall serve as chairperson of the team.

SECTION 7: EVALUATION OF THE CANDIDATE FOR THE PROFESSIONAL CERTIFICATE

- 7.1 The chairperson of the support team will prepare a comprehensive evaluation report on the candidate following completion of the alternative program for submission to the state superintendent of schools. The evaluation report shall include a recommendation for a) issuance of the professional certificate, b) re-entry to an alternative program, or c) disapproval of further participation in the alternative program.
- 7.2 A candidate who receives a recommendation for the issuance of a professional certificate may file the appropriate application in accordance with procedures established by the West Virginia Department of Education.

- 7.3 A candidate who is denied a recommendation for the issuance of the professional certificate may file an appeal, pursuant to West Virginia Board of Education Policy 5203, with the Certification Appeals Board within fifteen days of receipt of denial.

DISCRIMINATION PROHIBITED: The West Virginia Department of Education does not discriminate on the basis of sex, race, color, religion, handicapping condition, age and national origin in employment and in the administration of any of its education programs and activities. Inquiries may be directed to the Elimination of Sex Discrimination Program Coordinator, 348-7864; to the Section 504 Coordinator, 348-2696, West Virginia Department of Education, Charleston, West Virginia, 25305; or to the U.S. Department of Education's Director of the Office for Civil Rights, 215-596-6795.

2781g/2809A
Rev. 6/3/91

POLICY 5901 ALTERNATIVE PROGRAMS FOR
THE EDUCATION OF TEACHERS

SUMMARY OF COMMENTS

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Seven individuals/organizations responded with comments to Policy 5901. WEST VIRGINIA
SECRETARY OF STATE

- Three from public schools personnel
- Three from higher education faculty
- One from a professional association

The comments could be categorized as follows:

- General response (negative) to the alternative program as means to staff schools with less than qualified personnel.
- Need for greater specificity in criteria or operational procedures.
- Need to expand alternative program to include the training of Adult Basic Education Teachers.

The comments did not result in policy changes since:

- 1) 5901 provisions reflect language in state code (S.B.1).
- 2) Greater specificity in criteria or procedures either can be included in West Virginia Department of Education program submission documents or will be addressed by program administrator in the implementation of the alternative programs.

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COMMENTS AND SUGGESTIONS LOG
 REVISIONS FOR POLICY 5901
 ALTERNATIVE PROGRAMS FOR THE EDUCATION OF TEACHERS

Action Type
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted • Neutral

Section	Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
I	05/03/91	WV Adult Education Assoc.	Wants adult teaching specialization included as potential training programs.	NA-	It is not necessary to include adult license for ABE teachers can be obtained with a bachelor's degree.
I	05/17/91	Michael Sullivan UMV-COGS	The proposed policy violates the provisions of the current language of the SBE Policies 5100 & 5202 regarding the requirement for licensure related to NCATE accredited programs. The packaging of certification programs at the school district or RESA level in the absence of participation of an NCATE approved institution does not meet the quality assurances addressed in these major SBE policy requirements.	NA-	The policy implements provisions of state law (S.B.1) related to alternative training programs.
			This is not to say that alternative delivery systems for state-approved (and NCATE accredited) programs should not be sought. In fact, COGS delivers three such programs presently to meet identified shortage areas. The model for		

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Section Date Received Individual/Organization Comments/Suggestions Action/Type Rationale

each is a refined one which sacrifices nothing in terms of quality. These, and other proven alternative delivery processes, should be examined as a means of addressing the certification need of non-traditional students.

1 6/3/91 Marshall University College of Education At a time of consolidation teacher layoffs and a large number of education graduates leaving the state, the College of Education does not see a need for an alternative program for the education of teachers (APET). NA- This policy implements provisions of state code (S.B.1) related to alternative training.

2 5/31/91 Sam Secorro WV State College Passing a state-mandated standardized basic professional skills test or "complete three-years of teaching experience"...is clearly not parallel. The WVBOE adopted mandated basic skills to ensure entry quality control. This criterion should be continued for all (or none), particularly in the AC context where there will be nominal screening of applicants. NA- Language reflects S.B.1 provisions.

Alternative programs should only be structured per a substantiated need basis per discipline certification, including evidence that bonafide efforts have and are being made to hire fully certified candidates and as provided for in PB 5202. NA- Alternative programs not limited to critical shortage areas.

Section	Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
			Candidates (graduates) must also have an overall g.p.a. of 2.5 to qualify for such programs. Again, this is another needed measure of quality control and will prevent academically unsuitable persons open access to classrooms.	NA-	GPA was not included in legislation.
2	6/3/91	Robert P. Mason Assistant Superintendent Mineral County Schools	As I understand the policy, only a person with a degree in mathematics would be eligible to participate in an alternative program. This policy should not be linked to degrees, per se, but to hours in the subject area, e.g., a person with a degree in engineering should be able to receive alternative certification in mathematics.	A	The language reflects code (S.B.1). However, concentration in a discipline taught in the public schools, e.g. mathematics, even though it is part of a larger program not included in the public school, e.g. engineering, might be accepted for the alternative program.
			The word "school" suggests that a school, on site, can operate a teacher preparation program. Such programs, if based upon measures of quality control, cannot realistically be developed and managed at most school sites. At the minimum, it will take substantial resources within a county system (or RESA) to develop and manage effective alternative programs. This provision needs serious re-examination, including its ethical and professional bases.	NA-	School based alternative programs provided by state code.

Section	Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
2	06/03/91	Kayetta Meadows, President WV Education Association	<p>"Accredited" needs clarification. By whom? NCATE? The three years of successful teaching also needs clarification. What constitutes "successful?" Does out-of-state experience qualify? Does private school experience count?</p> <p>The "appropriate state board approved test" needs clarification. Will there be a cutoff score? Will applicants be allowed to retake the test?</p> <p>If all persons completing regular programs must pass basic skills test, then all persons enrolled in alternative programs should also.</p>	N	<p>"Accredited" is defined elsewhere in Policy 5202 (Section 4, page 2).</p> <p>This provision is already implemented including board approval passing scores. Candidates may retake the test as often as they choose.</p> <p>Code requirement.</p>
3	5/31/91	Bruce Williams Boone County Schools	<p>Is letter of eligibility and certificate both necessary?</p>	NA	<p>Letter of eligibility is issued to allow individuals to seek employment and participation in the program. Once employed, the APET certificate is the appropriate license (as defined by code) to cover the assignment.</p>
3	06/03/91	Kayetta Meadows, President WV Education Association	<p>Section 3 and Section 6 are unclear as to when a teacher must have the APET certificate in relationship to actually teaching in the classroom. Does the APET certificate have to be on file before the teacher be-</p>	NA	<p>Policy indicates APET certificate must be on file within three school months of the candidate's employment.</p>

Section	Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
			gins the Phase I full-time seminar? Does the teacher have to complete the Phase I full-time seminar before instructing students? We feel the answer to both of these questions should be yes.		
4	05/31/91	Bruce Williams Boone County Schools	Do county central offices have enough personnel to write programs in addition to their other duties.	NA	Program is optional.
4	05/31/91	Sam Securro WV State College	As noted in #3, the option for <u>individual schools</u> to submit plans should be eliminated.	NA-	Code requirement.
			No criteria have been outlined to define or describe what is meant by "viable".	NA-	The point is well-taken. However, it is not necessary to spell out viability criteria on the policy at this time.
			Section Four needs to be clearly and thoroughly outlined with respect to submission guidelines and requirements, e.g.	NA-	Submission guidelines will be included in a WVDE separate document.
			- <u>Curricula</u> outlines for the content areas noted in Phase I.		
			-Description of the <u>portion of curricula and practice</u> for the program.		

Section Date Received Individual/Organization Comments/Suggestions Action/Type Rationale

-Prescription or description of supervised practica, specific/integrated to each of the content areas noted in Phase I (e.g., management, assessment, etc.)

-Submission of related assessment instruments, or detailed outlines.

Does the IHE have to currently offer the teaching specialization(s) being proposed by the district? Can any IHE join in? Currently, an IHE cannot recommend certification for a client (even though s/he may meet the requirements) for a specialization not on the "approved programs" list. It is recommended that this concept continue, again, as another measure of quality control. Exceptions may be granted when there are no state-approved IHE programs. Moreover, local districts should be required to seek sponsorship with the IHE in greatest proximity to the school district, as a measure of good faith in seeking sponsorship.

Policy already indicates that involved institutions or institutions must have related approved programs(s).

5 05/31/91 Sam Securro WV State College

N

Programs or teaching specializations should be restricted to those areas where expressed

NA- Alternative programs not limited to critical shortage areas.

local shortages exist and qualified personnel are not available. It is not cost-effective to open up teacher training, on site, across the state to certify individuals for teaching specializations where long-term employment is not viable. Also, AC should not be used to develop personnel for periodic, specialized instructional roles currently being served by the "associate" permit or other authorizations.

Recommend that IHE be allowed to file its comments/reasons when deciding not to sponsor a particular program. Program evaluation and quality control will be better served when proposals are reviewed by personnel experienced and knowledgeable about teacher preparation.

A Will be considered for inclusion in submission guidelines.

It is not clear what proportions will be given for practica and training. Also, it is not clear when the practica experiences, under supervision, would take place. Phase I allows between 20-30 days seminar/practica but the instructional period is not defined. Also, there is considerable difference between 20-30 days -- obviously 1/3 to be exact. Why such a

NA- Time notations specified by code.

Section	Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
			<p>wide degree of difference? Given the content required in Phase I, including the vagueness of the seminar/practical ratios, it is highly recommended that a minimum 30 day period be established, and that these portions be made clear in the proposal.</p>		
			<p>Part d) Is provided for in the Beginning Teacher Model and is not needed in this model (after January, 1992).</p>	N	Reference is unclear.
6	05/31/91	Sam Securro WV State College	<p>a) A period of <u>two weeks</u> is not consistent with the activities and time-spans outlined in part b.</p> <p>b) How does this activity correlate with the BI format? Same teams? Who completes the formal evaluation? Is it inter-rated or assessed? These are not clearly outlined or specified enough for those who have to devise procedures and describe roles.</p> <p>It is inappropriate in such a policy, to direct roles of personnel, other than those for whom the state and the county have employment jurisdiction even those programs</p>	NA	Greater specificity in criteria and operational procedures will be the responsibility of the alternative program staff.

Section	Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
			<p>that may be sponsored by IHE. Revise this section to add, "or designated by the IHE".</p> <p>c) Is the content to be criterion-based -- everyone has to meet a standard? Are they graded for the seminar or "thoughtful" portion? Are the instructors in the seminar to be the same as those who supervise? If not, how will an "integration" be effectively accomplished and evaluated?</p>		
6	06/03/91	Kayetta Meadows, President WV Education Association	<p>Phase I needs clarification. Does "Full-time seminar/practicum" occur during the summer prior to employment? Phase II also needs clarification.</p> <p>a) "intensive on-the-job supervision" must be specifically defined. Unless this happens, it allows for much administrative latitude.</p> <p>b) What guidelines are there for proposed curriculum? How many units? Phase III</p> <p>Observation opportunities: How will this phase be facilitated? Will substitutes be obtained for individuals? Who will pay?</p>	N	Operational details will be the responsibility of program administration.
7	05/31/91	Sam Securro WV State College	<p>Evaluation is focused upon the candidates performance and related critiques. Guidelines do not include assessments or evaluation of the candidates</p>		

Section	Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
			<p>degree of accomplishment of seminar activities and tasks.</p> <p>Also, there is no description of how the program components, once completed, are documented, other than comprehensive assessments by the chairperson, and the issuance of a certificate. Might these candidates, since they are all post-graduates, ask for some form of credit and might it not be used for "advanced salary" consideration? The policy needs to address some of these issues, apriori.</p>		
7	05/31/91	Bruce Williams Boone County Schools	<p>This program sounds like a multitude of paperwork. This office feels that Policy 590f should be eliminated. It is our position that Alternative Programs (as described) for the education of teachers is both inappropriate and ill-advised. Quality teachers should go through a teacher education program and have appropriate training.</p>	N-	
7	06/03/91	Kayetta Meadows, President WV Education Association	<p>Will there be a cost to file for certification? Will there be any costs incurred in filing an appeal? How will teachers in APET programs be compensated? What is the appeal procedure?</p>	N	<p>Application fees will reflect current practice. Compensation will be determined by county schedules. Appeal procedures will be in keeping with Policy 5203.</p>

Section	Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
General	05/13/91	Louis Hlad	I am not for this type of a teacher. There is more to teaching than knowledge of subject matter. I certainly would not want a medical doctor work on me that was certified through this process; therefore, children deserve trained teachers in all aspects of child growth, discipline, subject matter, etc.	MA-	The policy reflects WV Code.

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Policy S901: Alternative Programs for the
Education of Teachers

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Impact Statements

1991 JUN 26 PM 3:43

Instruction

OFFICE OF WEST VIRGINIA
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The proposed policy should increase the pool of qualified candidates who are available to staff West Virginia classrooms by encouraging able college graduates to pursue professional preparation while being employed in the public schools of West Virginia.

Leadership

None

Financial Impact

State funds may be needed to encourage development of alternative programs. Competitive grants for ten (10) programs at \$3,000 each is recommended for FY 92. Once the program is established, it is anticipated that tuition charges received from alternative teacher education candidates will cover operational expenses of the program.

Staff Development

Training of support team members will be required. Senate Bill 1 indicates that the Center for Professional Development is responsible for such training.

Administrative Impact

West Virginia Department of Education staff will participate in the review of alternative program proposals. Also, public school and higher education staff will be involved in the development, implementation and evaluation of alternative teacher education candidates and programs.

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