

KANAWHA COUNTY BOARD OF EDUCATION POLICY

Terms of Employment - Promotion

Series: G11

Reference:

Issued: March 13, 1975

Revised: January 17, 1985; December 5, 2011

Revision Number: 2

Promotional opportunities are available to all employees of the Kanawha County Schools. All vacancies in the school system are to be announced publicly.

Employees wishing consideration for a vacancy are to notify the Department of Human Resources in writing. All employees and all persons who apply and are interviewed for a position are to be acknowledged by letter from Human Resources after a selection has been made.

Service: Qualified applicants will be considered in the following order: (1) Regularly employed service personnel; (2) Service personnel whose employment has been discontinued in accordance with W. Va. Code § 18A-4-8b; (3) Professional personnel who held temporary service personnel jobs or positions prior to the ninth day of June, one thousand nine hundred eighty-two, and who apply only for these temporary jobs or positions; (4) Substitute service personnel; and (5) New service personnel. Furthermore, an applicant must pass competency testing, as needed and defined in W. Va. Code § 18A-4-8e. Employment is to be made by the Board of Education upon nomination and recommendation of the Superintendent. Decisions affecting promotions and the filling of vacant service personnel positions are to be made on the basis of seniority, qualifications and evaluations of past service.

Professional: The employment of professional personnel shall be made by the Board only upon nomination and recommendation of the Superintendent. The Superintendent shall provide the principal at the school at which the professional educator or paraprofessional employee is to be employed an opportunity to interview all qualified applicants and make recommendations to the county Superintendent regarding their employment. Nothing shall prohibit the timely employment of persons to perform necessary duties.

In case the Board refuses to employ any or all of the persons nominated, the Superintendent shall nominate others and submit the same to the Board at such time as the Board may direct. All personnel so nominated and recommended for employment and for subsequent assignment shall meet the certification, licensing, training and other eligibility classifications as may be required by provisions of this chapter and by state Board regulation. In addition to any other information required, the application for any certification or licensing shall include the applicant's social security number.

The Board of Education shall make decisions affecting the hiring of professional personnel other than classroom teachers on the basis of the applicant with the highest qualifications.

The Board shall make decisions affecting the hiring of new classroom teachers on the basis of the applicant with the highest qualifications.

In judging qualifications for hiring employees, consideration shall be given to each of the following:

- (1) Appropriate certification, licensure or both;
- (2) Amount of experience relevant to the position; or, in the case of a classroom teaching position, the amount of teaching experience in the subject area;
- (3) The amount of course work, degree level or both in the relevant field and degree level generally;
- (4) Academic achievement;
- (5) Relevant specialized training;
- (6) Past performance evaluations conducted pursuant to W. Va. Code § 18A-2-12; and
- (7) Other measures or indicators upon which the relative qualifications of the applicant may fairly be judged.

In filling positions, consideration shall be given to each criterion with each criterion being given equal weight. If the applicant with the most seniority is not selected for the position, upon the request of the applicant a written statement of reasons shall be given to the applicant with suggestions for improving the applicant's qualifications.

If one or more permanently employed instructional personnel apply for a classroom teaching position and meet the standards set forth in the job posting, the county Board of education shall make a decision affecting the filling of the position on the basis of the following criteria:

- (1) Appropriate certification, licensure or both;
- (2) Total amount of teaching experience;
- (3) The existence of teaching experience in the required certification area;

- (4) Degree level in the required certification area;
- (5) Specialized training directly related to the performance of the job as stated in the job description;
- (6) Receiving an overall rating of satisfactory in the previous two evaluations; and
- (7) Seniority.

Effective with the 2002-2003 school year, all persons newly hired in Title I schools must meet the definition of highly qualified as defined in NCLB. By the end of the 2005-2006 school year, all teachers delivering instruction in the core academic subject areas must meet the NCLB definition of highly qualified teacher. The core academic subjects include the arts, reading/language arts, English, foreign language, mathematics, science, civics and government, economics, geography, and history. West Virginia defines the arts as dance, music, theatre, and visual art. [West Virginia Department of Education Policy 5202].

I. A West Virginia public school teacher is considered "highly qualified" if s/he:

A. has a bachelor's degree or higher; and

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

C. demonstrates subject matter competency by:

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

(b) having an academic major or advanced credential(s) in the subject taught; or

(c) satisfying West Virginia's Housse definition, provided the individual previously held the appropriate license to deliver instruction in the core academic subject, but was not assigned to do so prior to the year in which the evaluation is conducted.

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

level reading specialist program, a reading authorization, or completion of a reading endorsement program.

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

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

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

A. A special education teacher providing instruction to students with significant cognitive disabilities who take the West Virginia Alternate Assessment can demonstrate subject matter competence by successfully completing the Praxis II test required for Elementary Education or by using the state's HOUSSE option, provided the individual held the appropriate license to teach students with significant cognitive disabilities, but was not assigned to provide instruction in that setting prior to the year in which the evaluation is conducted.

B. An elementary special education teacher providing instruction at the elementary level can demonstrate subject matter competence by successfully completing the Praxis II test required for Elementary Education or by using the state's HOUSSE option, provided the individual held the appropriate license to teach students at the elementary level, but was not assigned to provide instruction at the elementary level prior to the year in which the evaluation is conducted.

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

D. A secondary special education teacher who is highly qualified to teach mathematics, English, or science may use the subject matter test required for any

other specialization they may be assigned to teach to demonstrate subject matter competence or use state's HOUSSE option.

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

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