

**E N G R O S S E D**

COMMITTEE SUBSTITUTE

for

**H. B. 2381**

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(BY DELEGATE(S) AMBLER, COOPER,  
D. EVANS, PERRY, DUKE, ROHRBACH, ESPINOSA, UPSON,  
ROWAN AND ROMINE)

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(Originating in the Committee on Finance)  
[February 25, 2015]

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A BILL to amend the Code of West Virginia, 1931, as amended, by adding thereto a new section, designated §18A-4-2c, relating to providing a teacher mentoring increment for classroom teachers with national board certification who teach and mentor at persistently low performing schools; defining persistently low performing schools; defining mentoring; specifying method of payment; and specifying eligibility.

*Be it enacted by the Legislature of West Virginia:*

That the Code of West Virginia, 1931, as amended, be amended by adding thereto a new section, designated §18A-4-2c, read as follows:

**ARTICLE 4. SALARIES, WAGES AND OTHER BENEFITS.**

**§18A-4-2c. Teacher mentoring increment for classroom teachers with national board certification who teach and mentor at persistently low performing schools.**

1        (a) An additional \$2,000 shall be paid annually to each  
2        classroom teacher who:

3        (1) Holds a valid certificate issued by the National Board for  
4        Professional Teaching Standards;

5        (2) Is employed to teach at a school designated as a  
6        persistently low performing school by the West Virginia  
7        Department of Education; and

8        (3) Is also assigned as part of their regular employment, to  
9        serve in a mentoring capacity for other teachers at the school.

10       (b) The additional payment:

11       (1) Shall be in addition to any amounts prescribed in the  
12       applicable state minimum salary schedule;

13       (2) Shall be paid in equal monthly installments; and

14 (3) Shall be considered a part of the state minimum salaries  
15 for teachers.

16 (c) For the purposes of this section:

17 (1) “Persistently low performing school” means a school  
18 identified by the department as being among the lowest twenty  
19 percent of schools in the state in three-year aggregate  
20 mathematics and reading/language arts scores on the statewide  
21 summative assessment; and

22 (2) “Mentoring” means working under the direction of the  
23 principal to improve the professional practice knowledge and  
24 skills of other teachers employed at the school through on-site  
25 embedded professional development and other appropriate  
26 school building level approaches. Mentoring includes, but is not  
27 limited to, an assigned role in the comprehensive system for  
28 teacher induction and professional growth pursuant to section  
29 three, article three-c of this chapter, and may include working  
30 with other teachers to improve instruction at the school.

31 (d) A national board certified teacher who becomes eligible  
32 for an additional payment under this section remains eligible for  
33 five consecutive years of employment at the same school in the

34 same assignment regardless of a subsequent change in the  
35 designation of the school as a persistently low performing  
36 school. The teacher may become eligible again at the same  
37 school if it continues to be persistently low performing or at a  
38 different persistently low performing school, but not sooner than  
39 five years from the beginning of a previous eligibility.

40 (e) Nothing in this section permits continued eligibility if the  
41 certificate issued by the National Board for Professional  
42 Teaching Standards is no longer valid.

43 (f) Notwithstanding any other provision of this chapter to the  
44 contrary, a county may use other funds, including federal and  
45 local funds, available to them to increase or provide other  
46 incentives for highly qualified teachers to teach at persistently  
47 low performing schools.