**Submission Dates and Process:**

1. Each applicant will submit one had copy of the compete Form 2A application and the signed Memorandum of Understanding to:

Mea Moore

Director, Educator Pathways

Professional Educator Standards Board

600 Washington Street South

P.O. Box 47236

Olympia, WA 98504-7236

1. Upon review of the application by the Director of Educator Pathways, the application will be submitted to the PESB Executive Committee for their review and recommendation for approval as part of the consent agenda at the following PESB meeting.
2. If the Executive Committee does not recommend the application for approval as part of the consent agenda it will be returned with comments to the Director of Educator Pathways who will contact the applicant to review the Executive Committee’s comments and plan for re-submission of the application (if so desired by the applicant). **Please note: Public Colleges of Education must have a PESB approved Form 2A application by September 1, 2011**.
3. **2010-11 Submission Dates for PESB Form 2A - Alternative Routes to Certification Program Application**

|  |  |  |  |
| --- | --- | --- | --- |
| 1st available submission date | To Mea Moore at PESB October 4, 2010 | To PESB Executive Committee  October 11, 2010 | Approval as consent Agenda item November 9, 2010 |
| 2nd available submission date | To Mea Moore at PESB December 1, 2010 | To PESB Executive Committee  December 6, 2010 | Approval as consent Agenda item January 6, 2011 |
| 3rd available submission date | To Mea Moore at PESB January 17, 2011 | To PESB Executive Committee  January 24,2011 | Approval as consent Agenda item March 3, 2011 |
| 4th available submission date | To Mea Moore at PESB March 21, 2011 | To PESB Executive Committee March 28, 2011 | Approval as consent Agenda item May 5, 2011 |
| 5th available and final submission date for Washington State Public Colleges of Education | To Mea Moore at PESB  May 23, 2011 | To PESB Executive Committee May 30, 2011 | Approval as consent Agenda  item July 7, 2011 |
| 6th available submission date | To Mea Moore at PESB  August 1, 2011 | To PESB Executive Committee  August 8, 2011 | Approval as consent Agenda item September 22, 2011 |

**ALTERNATIVE ROUTES TO CERTIFICATION**

**PROGRAM PROPOSAL**

**FORM 2A**

|  |
| --- |
| **Section 1-Program Information** |

Program Name:                               

Institution or Organization Name:                               

**Type of certificate program**

🞏 Residency Teacher Certificate

**Routes Offered**

🞏 Route 1: Alternative Route programs for classified staff with one year of instructional experience that hold a transferable Associate of Arts or Sciences degree.

🞏 Route 2: Alternative Route programs for currently employed classified staff with one year of instructional experience that hold a minimum of a Bachelor of Arts or Sciences degree from a regionally accredited college or university.

🞏 Route 3: Alternative Route for individuals with subject-matter expertise in shortage areas, currently employed outside the school system, that hold a minimum of a Bachelor of Arts or Science degree from a regionally accredited college or university.

🞏 Route 4: Alternative Route for individuals teaching with conditional or emergency certificates.

**Endorsement(s) for Teacher Preparation**. Alternative Route Applicants must hold PESB approval to offer endorsements. For PESB guidelines related to endorsement approval go to <http://sites.google.com/a/pesb.wa.gov/home/prepprogram/prep_programs/approval/endorsement-approval>.

**Early Childhood**  🞏 Early Childhood Special Education (Birth-3)

**Elementary & Middle Level** (For Alternative Routes: all K-8 endorsement candidates must be pursuing at least one of the following shortage area endorsements along with the K-8 endorsement: Mathematics, Middle Level Math, any Secondary Science, Middle Level Science, English Language Learner, Bilingual Education, Special Education or a locally identified shortage area).

Elementary (K-8) with:

Mathematics  Middle Level Math  Middle Level Science

English Language Learner  Bilingual Education  Special Education

Science  Biology  Chemistry  Earth & Space Science  Physics

Locally identified shortage area:

**Secondary (5-12):**

Science Biology  Chemistry  Earth & Space Science  Physics

Mathematics  Locally Identified Shortage area:

**All-level (P-12) Endorsements for Alternative Routes are restricted to the following shortage areas:**

Special Education (Birth-12)  Bilingual  English Language Learners

Locally Identified Shortage area:

**Organization type**

**Four-year public college or university  Four-year independent college or university**

**Community College  Other public agency (ESD, School District)**

**Private non-profit organization  Private for-profit organization**

|  |
| --- |
| **Section 2 -Proposal Contents** |

**Applicants through this program shall specify the following:**

1. Need for program

Content Shortage Areas- The degree to which a district, or consortia of districts, are currently experiencing teacher shortages in math, science, special education and/or bilingual education/ELL. Other locally identified shortage areas may be documented.

1. **Market Analysis**
2. Evidence of regional need for the program -The institution or organization will identify other college of education programs operating in the region and describe how the proposal addresses areas of the state that are experiencing a shortage of certification programs to serve school districts within the region. Address specific information related to critical needs of regional school districts, the degree to which those needs are (or are not) currently being met, and the demographics of the region. Also include the geographic location, the identification of the major decision-makers, and any seasonal or cyclical trends which may impact the program.
3. Describe the unique features of the program design.
4. Describe the size and growth projections for the program.

|  |
| --- |
| **Section 3- Commitment of Partners** |

**Applicants through this program shall provide a narrative for sections (A-H) that detail the role of teacher preparation program partners and any district and/or ESD partners related to the following:**

1. **District Need**

Districts participating in the Alternative Route programs shall provide verification by attaching a letter on district letterhead that they are currently experiencing, anticipate experiencing or are planning for addressing teacher shortages in endorsement areas for which the Alternative Route program is preparing interns.

1. **Classroom Placement**

District partners and Alternative Route programs will describe how interns in the Alternative Route program will be placed in K-12 classroom(s) with a trained mentor teacher(s) all day, every day for the duration of their mentored internship. Alternative Route programs and district partnerships must verify that they will provide each candidate with intensive classroom mentoring until such time as the intern demonstrates the competency necessary to manage the classroom with less intensive supervision and guidance from the mentor teacher.

1. **Route 1 and Route 2 Placements**

Route 1 and 2 candidates are defined as follows:

Route 1: Alternative Route programs for classified staff (i.e. paraprofessionals) that hold a transferable Associate of Arts or Science degree.

Route 2: Alternative Route programs for currently employed classified staff (i.e. paraprofessionals) that hold a minimum of a Bachelor of Arts or Science degree from a regionally accredited college or university.

For programs offering Route 1 and 2, the Alternative Route programs and district partners will provide verification that they actively pursue means and make every effort to ensure that paraprofessionals enrolled as interns in the alternative route program retain their employment during their mentored internship. (For example, para-professionals may take on increased teaching responsibility in the classroom in which they are assigned while the mentor teacher serves in a supervisory/supportive role).

1. **Selection of a Mentor teacher**

The Mentor teacher(s) shall be defined as the teacher(s) of record in the

classroom(s) where the Alternative Route candidate is placed. The program and district may also assign a content teacher **in addition** to the classroom Mentor teacher(s) to address candidate needs in specific content areas.

The district and the program provider shall provide the following assurances that the district supports and agrees to the following criteria for a teacher to be selected as a Mentor teacher:

1. Evidence that the Mentor teacher has had a minimum of three years teaching experience and holds a continuing or professional certificate;
2. Evidence that the Mentor teacher has completed formalized Mentor training either through district, private organizations or institutions, university, OSPI mentor academies, or through online modules;
3. A letter of recommendation from the Mentor teacher’s Principal or other District designee that nominates them for Mentor teacher designation for a yearlong Alternative Route candidate placement;
4. District plan for providing significant time for Mentor teachers to spend with alternative route teacher candidates throughout their internship. Partnerships must provide each candidate with intensive classroom mentoring until such time that the candidate demonstrates competency necessary to manage the classroom with less intensive supervision from the Mentor teacher*;*
5. District acknowledgement that Alternative Route 4 candidates are eligible to be hired as the teacher of record and are considered Highly Qualified Teachers (HQT) under Federal No Child Left Behind (NCLB) regulations. *(See Appendix C for Teacher Candidates Enrolled in Alternative Route to Certification Programs and Highly Qualified Teachers (HQT) Requirements)*.

As a HQT, the Alternative Route 4 candidate will be assigned to their own classroom and a mentor teacher from the district will be assigned to the candidate. The district shall assure that the mentor teacher and the candidate have adequate time to meet during the course of the school year and that all requirements for the selection of the Mentor teacher for Alternative Route 4 candidates will be the same as any other Alternative Route candidate.

1. **Field Experience Placements**
2. **Determining Placements:** The applicant shall describe the process by which placements will be made. Program personnel who are authorized to request a placement and the district personnel to whom the requests should be made shall be clearly identified. The agreement should also specify that candidates will not be placed in situations in which personal relationships or previous experiences could interfere with objective evaluation. Alternative Route candidates shall be placed with a Mentor teacher who meets the criteria as defined in Section D above,titled “*Selection of a Mentor teacher*”.
3. **Background check and fingerprinting:** Prior to the beginning of all field experiences the program will verify that candidates have cleared fingerprint and background checks conducted through the Office of the Superintendent of Public Instruction and that the program is responsible for assuring that the appropriate clearance remains in effect throughout the completion of any assigned field experience.
4. **Brief description of the field experiences covered by the agreement:** This section should outline the nature of the field experiences being requested and covered by the agreement. For Alternative Route candidates the basic premise is that they will be in a yearlong mentored internship with the open exit option after one half school year if the candidate has demonstrated that they have met competencies for certification.
5. **Roles, responsibilities, and expectations:** A description ofthe roles, responsibilities, and expectations for: (1) candidates (2) supervisors and (3) mentor teachers shall be developed and shared between partners. In cases where programs have developed handbooks or other materials containing this information, those materials shall be reviewed by the program and the district. The program shall provide evidence that they have communicated the expectations to district Mentor teachers.
6. **Other provisions:** Districts and programs may mutually agree to include other provisions in addition to those listed above governing field experiences. For PESB guidelines for field placement agreements go to <http://sites.google.com/a/pesb.wa.gov/home/prepprogram>.
7. **Program Design**

Provide program design information for each alternative route(s) the partnership program intends to offer including:

1. A detailed description of how the routes will be structured and operated by the partnership.
2. Description of the screening process for applicants to alternative route programs, including entry requirements specific to each route, advising and assessment of candidates’ previous work experience. (*Appendix A contains a detailed description of the eligibility criteria and entry requirements for each of the four routes).*
3. Teacher Development Plans- - Each Alternative Route program will provide a detailed description of how they will specify the alternative route coursework and training required of each candidate by comparing the candidate's prior experience and coursework with the state's new performance-based standards for residency certification and adjusting any requirements accordingly. The program will also provide a description of the open exit option available to candidates in Routes 2, 3 and 4 *(Appendix B contains desired components of a teacher development plan).*
4. Strategies for recruiting candidates from under represented populations.
5. The number of interns the partnership intends to enroll in each route.
6. Include a description of the components of the formal mentored internship leading to the Residency Certificate.
7. Evidence of a program plan for open exit option for candidates as regulated by RCW 28A.020: A minimum of one-half of a school year, and an additional significant amount of time if necessary, of intensive mentorship, starting with full-time mentoring and progressing to increasingly less intensive monitoring and assistance as the intern demonstrates the skills necessary to take over the classroom with less intensive support.
8. **Organizational Capacity**

Identify the following:

1. Key personnel (faculty, administration, support)
2. Anticipated student-faculty ratio:
3. Describe previous experience in offering programs of this type
4. Signed Memorandum of Understanding (see Attachment A) outlining assurance of WEST-B and WEST-E testing requirements for candidates entering the Alternative Route program and Alternative Routes Enrollment Table and recruitment website commitments (required for PESB approval).
5. **Program Delivery**

Cost for candidates (Alternative Route programs must be packaged priced to reflect lower cost per candidate price than traditional programs)

1. Cost for Alternative Route
2. If applicable: Cost for Traditional Route

Length of program

Projected start date

Projected enrollment

Location(s)

|  |
| --- |
| **Section 4- Contact Information** |

Name:                              

Title:                              

Address:                              

Telephone:                              

Fax:                              

Email:                              

Endorsement by Chief Academic Officer,

ESD Superintendent,

Organization President or Date

equivalent official

Name:

Title:

Address:

Telephone:

Fax:

Email:

Endorsement by Dean, Director of

Degree/Certification Unit Date

or equivalent official

Name:

Title:

Address:

Telephone:

Fax:

Email:

Endorsement by Superintendent of School District Date

or equivalent official

Name:

Title:

Address:

Telephone:

Fax:

Email:

Endorsement by Superintendent of School District Date

or equivalent official

Name:

Title:

Address:

Telephone:

Fax:

Email:

Endorsement by Superintendent of School District Date

or equivalent official

Name:

Title:

Address:

Telephone:

Fax:

Email:

Endorsement by Superintendent of School District Date

or equivalent official

Name:

Title:

Address:

Telephone:

Fax:

Email:

Endorsement by Superintendent of School District Date

or equivalent official

**MEMORANDUM OF UNDERSTANDING**

**Between**

**PROFESSIONAL EDUCATOR STANDARDS BOARD**

**And**

**Name of Organization:**

**Organization type**

**Four-year public college or university  Four-year independent college or university**

**Community College  Other public agency (ESD, School District)**

**Private non-profit organization  Private for-profit organization**

**Memorandum of Understanding:** Agreement between the Professional Educator Standards Board (PESB) and regarding the exchange of information required by the Alternative Routes to Certification Program Approval.

**Purpose of Agreement:** The purpose of this agreement is to specify reporting requirements of Alternative Routes programs approved by PESB to offer teacher and or principal preparation programs.

**Period of Performance:** The Agreement becomes effective the date of signature and remains in effect until modified or cancelled by either party.

**Confidential Information:** The term “confidential information” as used in this Agreement means any and all information provided by to PESB, staff, officers, and independent contractors which is exempt from mandatory disclosure under the terms of the state public disclosure laws codified at chapter 42.56 RCW. The term “confidential information” includes, but is not limited to:

1. Any personally identifiable student or staff-related information, including, but not limited to (a) staff/student names, (b) the name of a staff/student’s parent or other family members, (c) staff/student addresses, (d) the address of a staff/student’s family, (e) personal identifiers such as a social security number or student number or staff/certification number, (f) personal characteristics that would make a staff/student’s identity easily traceable, (g) any combination of information that would make a staff/student’s identity easily traceable, (h) test results for schools and districts which test fewer than ten students in a grade level, and (i) any other personally identifiable information, or portrayal of staff/student related information in a personally identifiable manner. (See, specifically, RCW 42.56.230(1) which exempts personal information in files maintained for students in public schools from mandatory public disclosure; RCW 42.56.070 (1) which exempts from mandatory public disclosure information specified in certain RCWs and “other statute which … exempts or prohibits disclosure …” such as the federal FERPA statute at 20 U.S.C. section 1332g and its implementing regulations at 34 CFR Part 99, which prohibit the unauthorized public disclosure and redisclosure of “personally identifiable student information” in or from student “education records”; the state ethics law at RCW 42.52.050(2) which prohibits state officers and employees from disclosing confidential information as defined above; and RCW 28A.655.090(7), the fewer than 10 students rule.)

**Description of Data:** By reference, the information coded below is the complete list of data required by the PESB:

As a requirement for recommendation of approval of an Alternative Route to Certification program by the Professional Educator Standards Board (PESB), the program applicant agrees to provide the PESB with the following data and comply with the following requirements for operating an Alternative Route to Certification program.

1. Ensure that all candidates accepted into an approved Alternative Routes program have passed required WEST-B and WEST-E assessments as a requirement for admission to program.
2. Provide PESB with all program information in a guided format suitable for inclusion on the PESB recruitment website [www.pathways.wa.gov](http://www.pathways.wa.gov).
3. Provide the PESB with all candidate and Mentor teacher information in a guided format suitable for inclusion in the Alternative Routes Enrollment Table.

*Note: Information and guided formats are provided as an addendum to this Memorandum of Understanding.*

Data will be made available to PESB in a manner agreed to by both parties on a schedule agreed to by both parties. The PESB may amend this agreement by annually negotiating additional items of information to be included in this memorandum of understanding. Such amendment will be in writing and signed by both parties. Amendments will specify the data, the convention for entering the data, and the date of execution of the amendment. Unless amended to include confidential information, data provided under this agreement shall be available per state public disclosure laws codified in chapter 42.56 RCW. Confidential information shall only be requested for use in specific projects requiring that information to conduct research or analysis. An amendment for including confidential information shall specify safeguards for information and redisclosure in compliance with all relevant federal and state laws.

Unless specified by amendment, information received by PESB from shall be analyzed by PESB solely for the purpose of developing policy guidance for the board and information for the general public. Each party to this Agreement is entitled to display and share information and analysis from this exchange.

Parties to this agreement may request and receive publicly available data held by PESB, so long as the data has been determined as re-disclosable by the source of the data. PESB is not a data source, but negotiates release of other, publicly produced data.

**Redisclosure:** Except as amended for confidential information, all data exchanged through this agreement may be redisclosed by either party.

**No Guarantee of Accuracy and Non-Liability:** Neither OSPI or PESB guarantee the accuracy of the data provided. All risk and liabilities of use and misuse of information by either party provided pursuant to this Agreement are understood and assumed.

**Termination:** Either party may at its discretion disqualify at any time any person authorized access to information by or pursuant to this Agreement. Notice of disqualification shall be in writing and shall terminate a disqualified person’s access to any information provided by either party pursuant to this Agreement immediately upon delivery of the notice. Disqualification of one or more persons by either party does not affect other persons authorized by or pursuant to this Agreement.

**Nondiscrimination:** No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any program provided by this Agreement because of race, color, creed, marital status, religion, sex, national origin, Vietnam era or disabled veteran’s status, age, the presence of any sensory, mental or physical disability, or political affiliation or belief, provided that the prohibition against discrimination in employment because of disability shall not apply if the particular disability prevents the individual from performing the essential functions of her or her employment position, even with reasonable accommodation. The parties agree to abide by the standards of responsibility toward the disabled as specified by the Americans with Disabilities Act and applicable state law. In the event that one of the parties hereto refuses to comply with the above provision, this Agreement may be canceled, terminated, or suspended in whole or in part by the other party.

**Records Maintenance:** The parties to this Agreement shall each maintain books, records, documents and other evidence which sufficiently and properly reflect all work activity These records shall be subject to inspection, review or audit by personnel of both parties, other personnel duly authorized by either party, the Office of the State Auditor, and federal officials so authorized by law. All books, records, documents, and other material relevant to this Agreement will be retained for six years after expiration and the Office of the State Auditor, federal auditors, and any persons duly authorized by the parties shall have full access and the right to examine any of these materials during this period.

Records and other documents, in any medium, furnished by one party to this Agreement to the other party, will remain the property of the furnishing party, unless otherwise agreed. The receiving party will not disclose or make available this material to any third parties without first giving notice to the furnishing party and giving it a reasonable opportunity to respond. Each

party will utilize reasonable security procedures and protections to assure that records and documents provided by the other party are not erroneously disclosed to third parties.

**Responsibility for Acts and Omissions:** Each party to this Agreement shall be responsible for any and all acts and omissions of its own staff, employees, officers, and agents acting within the score of their responsibilities.

**Contact information and signatures:**

Name:

Title:

Address:

Telephone:

Fax:

Email:

Chief Academic Officer,

ESD Superintendent,

Organization President or Date

equivalent official

Name:

Title:

Address:

Telephone:

Fax:

Email:

Dean, Director of

Degree/Certification Unit Date

or equivalent official

Name:

Title:

Address:

Telephone:

Fax:

Email:

PESB Signature Authority Date

**Addendum: Memorandum of Understanding- Alternative Routes to Certification Application**

The following guided formats and information is provided:

1. Ensure that all candidates accepted into an approved Alternative Routes program have passed required WEST-B and WEST-E assessments as a requirement for admission to program. **Required by RCW 28A.660.040**
2. Provide PESB with the following program information in a guided format suitable for inclusion on the PESB recruitment website [www.pathways.wa.gov](http://www.pathways.wa.gov):

* Name of Institution
* Institution Logo
* Main Address
* Site Address
* Description of Program by Site
* Routes and Endorsements offered by site
* Web page url for site
* Candidate Quote
* Coordinator information for each site
  + Name
  + Phone Number
  + Email

1. Provide PESB with all candidate and Mentor teacher information in a guided format suitable for inclusion in the Alternative Route Enrollment Table. All PESB approved Alternative Route program(s) shall use the directions below for completing the MOU requirement of entering candidates into the Alternative Routes Enrollment Table.

**Directions for completing the Alternative Route Enrollment Table**

The PESB Alternative Route Enrollment table is essentially an Excel Spreadsheet that you fill out online.  It saves, backs up, and shares the data with the appropriate people.  There is more than one tab in the workbook, but we only need the first filled out, the other tabs populate by themselves.  The key for this project is to be exact about how the data is keyed into the table (computers are very literal, and will see Science and science differently)

**Security/Sharing** - Your work on this page is automatically saved and can been seen by PESB and anyone on in your department that you would like to grant access.  Permissions are granted to your school email address and will require you creating a Google login and password using your school email.  This allows us to quickly and efficiently manage permissions.  Your Google account is yours, it can be used for PESB projects, or anything other project with any other people.

|  |  |  |
| --- | --- | --- |
| **Information Type** | **Field Name** | **Field Definition** |
| Name | First | First name of the enrolled student |
| Name | Last | Last name of the enrolled student |
| Contact | Email | Contact Email for the enrolled student |
| Contact | Phone | Contact phone number for the enrolled student |
| Program | Academic Year | use "20XX-20XX" (yes, this will be the same for all students)  This will be the current academic year for the cohort you are entering |
| Program | Institution | The institution name (also the same for all your students) |
| Program | Site | Use the city address, i.e. "Olympia" or "Seattle" |
| Program | Route Number | Use only "1" "2" "3" or "4" |
| Program | Scholarship | Use only "Y" or "N" |
| Demographic | DOB | use MM/DD/YYYY format |
| Demographic | Gender | use only "Female" or "Male" or "Not Reported" |
| Demographic | Ethnicity (new) | This is the new Federal ethnicity codes (don't need for now) |
| Demographic | Race (new) | This is the new Federal race codes (again, don't need for now) |
| Demographic | Race (old) | Use only the letters A, B, H, I, W, M, or N "A" Asian/Pacific Islander, "B" Black/African American "H" Hispanic, "I" Native American/Alaskan, "W" White "M" Multiracial, "N" Not Reported |
| Mentor and Training | (1-4) Mentor Teacher Cert Number | The mentor teacher's WA teaching cert number (123456A) |
| Mentor and Training | (1-4) Y/N | Did this person have the proper Alternative Route Mentor Training? If the student has only one mentor for the year, leave the rest of the columns blank |
| Expected Endorsement | (1-4) Endorsement | Add the expected endorsement that this student will receive upon completion. **Select your answers from the Endorsement Table below** If only one, leave the other columns blank |
| Completion | Completed (Y/N/D) | Has this student completed/dropped the program? |
| Completion | Date Completed | Use MM/DD/YYYY |
| Completion | WA Cert Number Awarded | For our purposes, a student will not be considered completed until they have received a WA state certificate number (123456A) |

| **Endorsement Table** |  |  |
| --- | --- | --- |
| **Answer Options** | **Category** | **Answer Definition** |
| Art | Arts | Visual |
| Bilingual | Specialty | Bilingual Education |
| Biology | Science | Biology |
| Chemistry | Science | Chemistry |
| Dance | Arts | Dance |
| Deaf Education | Specialty | Deaf Education |
| Earth and Space | Science | Earth and Space |
| Early Childhood |  | Early Childhood Education |
| Early Childhood Special Ed | Early Childhood | Early Childhood Special Education |
| Elementary Education | Elementary | Elementary Education |
| English Language Arts | Secondary | English Language Arts |
| English Language Learners | K-12 | English Language Learners |
| Environmental | Specialty | Environmental and Sustainability Education |
| Gifted | Specialty | Gifted Education |
| Health and Fitness | K-12 | Health and Fitness |
| History | Secondary | History |
| Mathematics | Secondary | Mathematics |
| Middle Level Humanities | Middle Level | Humanities |
| Middle Level Mathematics | Middle Level | Middle Level Mathematics Those that a Math/Science endorsement, add to both categories |
| Middle Level Science | Middle Level | Middle Level Science |
| Choral Music | Arts | Choral Music For those that have "All Music," place once in each music endorsement |
| General Music | Arts | Designated Arts: General Music For those that have "All Music," place once in each music endorsement |
| Instrumental Music | Arts | Designated Arts: Instrumental Music For those that have "All Music," place once in each music endorsement |
| Physics | Science | Designated Science: Physics |
| Reading | K-12 | Reading |
| Science | Science | All Science |
| Social Studies | Secondary | Social Studies |
| Special Education | K-12 | Special Education |
| Theatre | Arts | Designated Arts: Theatre |
| Agricultural | CTE | Agricultural Education (CTE) |
| Business | CTE | Business and Marketing Education (CTE) |
| Family | CTE | Family and Consumer Science Education (CTE) |
| Technology | CTE | Technology Education (CTE) |
| World Language | K-12 | Designated Foreign Language |
| N/A |  | Not applicable (i.e. Principal, Superintendent, ESA) |

**APPENDIX A**

**Eligibility Criteria and Entry Requirements (from ESSSB 6696)**

**Alternative Routes to Teacher Certification**

**Alternative routes for classified staff --**

**Route 1:** Alternative route programs operating route one programs shall enroll currently employed classified instructional employees with transferable associate degrees seeking residency teacher certification with endorsements in special education, bilingual education, or English as a second language. It is anticipated that candidates enrolled in this route will complete both their baccalaureate degree and requirements for residency certification in two years or less, including a mentored internship to be completed in the final year. In addition, partnership programs shall uphold entry requirements for candidates that include:

* District or building validation of qualifications, including one year of successful student interaction and leadership as a classified instructional employee;
* **Successful passage of the statewide basic skills exam** and,
* Meeting the age, good moral character, and personal fitness

requirements adopted by rule for teachers.

**Alternative routes for currently employed classified staff with baccalaureate degrees--**

**Route 2:** Alternative route programs operating route two programs shall enroll currently employed classified staff with baccalaureate degrees seeking residency teacher certification in subject matter shortage areas and areas with shortages due to geographic location. Candidates enrolled in this route must complete a mentored internship complemented by flexibly scheduled training and coursework offered at a local site, such as a school or educational service district, or online or via video-conference over the K-20 network, in collaboration with the

partnership program's higher education partner. In addition, partnership grant programs shall uphold entry requirements for candidates that include:

* District or building validation of qualifications, including one year of successful student interaction and leadership as classified staff;
* A baccalaureate degree from a regionally accredited institution of higher education. The individual's college or university grade point average may be considered as a selection factor;
* **Successful completion of the subject matter assessment required by RCW**

**28A.410.220 (3);**

* Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and
* **Successful passage of the statewide basic skills exam**.

**Alternative route for individuals with subject-matter expertise in shortage areas currently employed outside the school system --**

**Route 3:** Alternative route programs seeking funds to operate route three programs shall enroll individuals with baccalaureate degrees, who are not employed in the district at the time

of application. When selecting candidates for certification through route three, districts and approved preparation program providers shall give priority to individuals who are seeking residency teacher certification in subject matter shortage areas or shortages due to

geographic locations. Cohorts of candidates for this route shall attend an intensive summer teaching academy, followed by a full year employed by a district in a mentored internship, followed, if necessary, by a second summer teaching academy. In addition, partnership programs shall uphold entry requirements for candidates that include:

* A baccalaureate degree from a regionally accredited institution of higher education. The individual's grade point average may be considered as a selection factor;
* **Successful completion of the subject matter assessment required by RCW**

**28A.410.220 (3);**

* External validation of qualifications, including demonstrated successful experience with students or children, such as reference letters and letters of support from previous employers;
* Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and
* **Successful passage of statewide basic skills exam. *(required by RCW 28A.660.040)***

**Alternative route for individuals teaching with conditional or emergency certificates--**

**Route 4:** Alternative route programs operating route four programs shall enroll individuals with baccalaureate degrees, who are employed in the district at the time of application, or who hold conditional teaching certificates or emergency substitute certificates. Cohorts of

candidates for this route shall attend an intensive summer teaching academy, followed by a full year employed by a district in a mentored internship. If employed on a conditional certificate, the intern may serve as the teacher of record, supported by a well-trained mentor. In

addition, partnership programs shall uphold entry requirements for candidates that include:

* A baccalaureate degree from a regionally accredited institution of higher education. The individual's grade point average may be considered as a selection factor;
* **Successful completion of the subject matter assessment required by RCW**

**28A.410.220 (3);**

* External validation of qualifications, including demonstrated successful experience with students or children, such as reference letters and letters of support from previous employers;
* Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and
* **Successful passage of statewide basic skills exam *(required by RCW 28A.660.040)***

Applicants for alternative route programs who are eligible veterans or national guard members and who meet the entry requirements for the alternative route program for which application is made shall be given preference in admission.

***Note, as referenced above: The statewide basic skills assessment required is typically the WEST-B and the subject matter assessment required is typically the WEST-E.***

APPENDIX B

Formalized Learning Opportunities and

Components of the Teacher Development Plan

**Alternative Route Programs are Performance-Based:**

Washington’s Administrative Code outlines standards for the knowledge and skills a

prospective teacher must successfully demonstrate before receiving residency

certification. According to state law, teacher interns can satisfy these standards either

through a sequence of courses or through experiences in which they acquire and apply

necessary knowledge and skills. Alternative Route programs are intended to allow performance-based preparation where successful interns demonstrate evidence of appropriate knowledge and skills for each state standard. Performance-based Alternative Route programs typically use one or more of the following strategies:

**Previous Experience and/or Knowledge is Recognized:**

Programs shall allow interns to use past professional and educational experience as evidence of competency. All approved programs shall conduct an initial assessment of each intern’s

competency based on a transcript review, past professional experience, and/or an

entry portfolio as evidence of proficiency to satisfy teaching standards. Based on this initial assessment, interns, faculty supervisors, and, in some cases, mentors create a teacher development plan outlining remaining competencies and appropriate evidence or coursework needed to complete residency certification standards. Programs must demonstrate that they have a way to recognize past experience as evidence of competency and adapt coursework/evidence requirements accordingly. A waiver for past experience may be used for coursework.

The Teacher Development Plan:

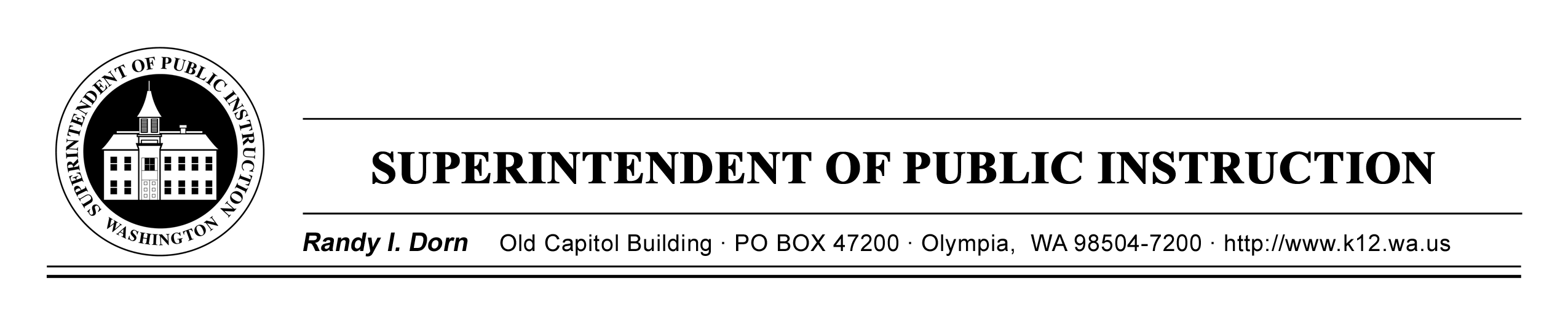
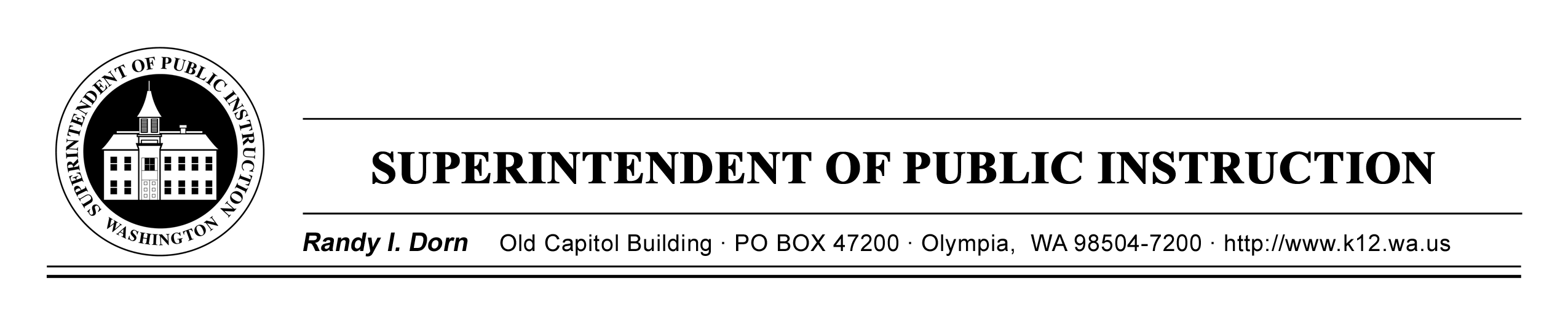
The teacher development plan shall specify the alternative route coursework and training required of each candidate and shall be developed by comparing the candidate's prior experience and coursework with the state's new performance-based standards for residency certification and adjusting any requirements accordingly. Competency is based on evidence

of proficiency rather than hours of instruction. The plan shall include the following components:

1. A minimum of one-half of a school year, and an additional significant amount of time if necessary, of intensive mentorship, starting with full-time mentoring and progressing to increasingly less intensive monitoring and assistance as the intern demonstrates the skills necessary to take over the classroom with less intensive support. Also include the description of the criteria that would result in residency certification after one-half of a school year but before the end of the program;
2. Identification of one or more tools to be used to assess a candidate's performance once the candidate has been in the classroom for one-half of a school year;
3. Development of a standards framework identifying state teaching standards, learner outcomes, and field-based performance indicators. These performance indicators or evidences are used in addition to, or in place of, traditional courses;
4. Identification of performance indicators based on the knowledge and skills standards required for residency certification by the Professional Educator Standards Board. Development of a series of detailed performance tasks or field-based assignments coinciding with each standard;
5. Identification of benchmarks that will indicate when the standard is met for all performance indicators.

**APPENDIX C**

**Teacher Candidates Enrolled in Alternative Route to Certification Programs and Highly Qualified Teacher (HQT) Requirements**



January 25, 2010 ( ) Action Requested

(X) Informational

MEMORANDUM NO.008-10M SPECIAL PROGRAMS & FEDERAL ACCOUNTABILITY

TO: Educational Service District Superintendents

School District Superintendents

School Building Principals

School District HR Directors and Staff

Educational Service District Certification Specialists

Higher Education Schools of Education Deans

Higher Education Schools of Education Directors of Teacher Certification

Higher Education Certification Officers

FROM: Randy I. Dorn, State Superintendent of Public Instruction

Jennifer Wallace, Executive Director, Professional Educator Standards Board

RE: Teacher Candidates Enrolled in Alternative Route to Certification Programs and Highly Qualified Teacher (HQT) Requirements

CONTACT: Mea Moore, Alternative Route to Certification Programs, PESB

(360) 725-6276, [Mea.Moore@k12.wa.us](mailto:Mea.Moore@k12.wa.us)

Mary Jo Johnson, Highly Qualified Teachers

(360) 725-6340, [MaryJo.Johnson@k12.wa.us](mailto:Kelly.Martin@k12.wa.us),

David Kinnunen, Certification

(360) 725-6406, [David.Kinnunen@k12.wa.us](mailto:David.Kinnunen@k12.wa.us)

Agency TTY number (360) 664-3631

The Professional Educator Standards Board (PESB) along with the Title II and Certification offices of the Office of Superintendent of Public Instruction (OSPI) seek to clarify communication related to the highly qualified teacher (HQT) status of a teacher candidate enrolled in a PESB approved alternative route to certification program.

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**Description:**

Teacher candidates enrolled in alternative route to certification programs and who are actively seeking employment meet HQT requirements when fulfilling four specific conditions. One of these conditions includes holding a “conditional” certificate. Therefore, the answer to the question, “Are teacher candidates on a conditional certificate considered highly qualified while enrolled in a state approved program?” applies. The answer follows:

* Teachers with conditional certificates, who are assigned to teach core academic subjects, meet the HQT requirements when they fulfill all four of the following conditions:

1. Have at least a bachelor’s degree.
2. Are enrolled in a residency teacher preparation program, **including alternative route to certification programs.**
3. Demonstrate knowledge of the subject assigned to teach through the appropriate HQT pathway.
4. Scheduled to complete the teacher preparation program (including Alternative Route to Certification program) within three years while holding a conditional certificate.

**Who Does this affect?**

School districts may consider candidates for employment on a conditional certificate who meet the four conditions outlined above. This includes the following candidates:

* “Route Two” paraprofessionals in an alternative route to certification.
* “Route Three” career changers in an alternative route to certification.
* “Route Four” teachers enrolled in an alternative route to certification.
* Other teachers of record on a conditional certificate enrolled in a teacher preparation program.

PLEASE NOTE*:* Route One candidates are paraprofessionals who hold a transferable Associate of Arts degree. Route One candidates are not eligible for a conditional certificate as they do not hold a Bachelor of Arts or Sciences degree.

Questions about alternative route to certification programs, highly qualified teachers and certification can be directed to the following:

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|  |  |  |  |
| --- | --- | --- | --- |
| **Alternative Route to Certification Programs** | Mea Moore | [Mea.Moore@k12.wa.us](mailto:Mea.Moore@k12.wa.us) | (360) 725-6276 |
| **HQT Requirements** | Title II Staff | [TitleIIQuality@k12.wa.us](mailto:TitleIIQuality@k12.wa.us) | (360) 725-6340 |
| **Teacher Certification** | Certification Staff | [Cert@k12.wa.us](mailto:Cert@k12.wa.us) | (360) 725-6400 |

The OSPI TTY number is (360) 664-3631.

K-12 education PROFESSIONAL EDUCATOR

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