New educator preparation program

Alternative Routes program addendum

Pre-proposal

# ALTERNATIVE ROUTES REQUIREMENTS

Please review [WAC 181-80](https://apps.leg.wa.gov/WAC/default.aspx?cite=181-80&full=true), Alternative Routes requirements before completing this table. Respond to criterion with a description of how your proposed program intends to take action on each requirement. Please be aware of and avoid redundancies.

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| WAC language | Guiding question | | In what ways do the program and program actors ensure each standard is upheld? Connect with the demonstrated need described in the pre-proposal. |
| The language of each requirement. | These questions operationalize the WAC requirements. Use them as a prompt to guide your response. | | Respond to each requirement with a description of how your proposed program intends to take action on each component. Please be aware of and avoid redundancies. |
| WAC 181-80-010 Basic requirements  (1) Alternative routes to teacher certification programs are partnerships between professional educator standards board-approved preparation program providers, Washington school districts, and other partners as appropriate. These partnerships are focused on district-specific teacher shortage areas. Authorized alternative routes partnerships are eligible to apply for the alternative routes block grant and to facilitate alternative route conditional scholarship program as described in RCW 28A.660.050.  (2) Each prospective teacher preparation program provider, in cooperation with a Washington school district or consortia of school districts operating an approved alternative route to teacher certification program must meet the following requirements: | | | |
| (2)(a) Partnership requirements.  Alternative routes providers shall establish an alternative routes partnership memorandum of agreement (MOA) between the approved teacher preparation program provider and each partnering district or consortia of districts. Each MOA shall require:  (i) An identification, indication of commitment, and description of the role of approved teacher preparation program provider and partnering district or consortia of districts, including specific duties of each partner;  (ii) The role of each partner in candidate recruitment, screening, selection, and oversight;  (iii) The role of each partner in field placement and student teaching and a description of when each begins within the program;  (iv) The role of each partner in mentorship selection, training, and support;  (v) A description of how the district intends for the alternative route program to support its workforce development plan and how the presence of alternative route candidates will advance its school improvement plans. | Through MOAs, in what ways have the program built collaborative and specific relationships with partner districts which ensure district workforce development and ensure candidates have both program and district support? | | Click or tap here to enter text. |
| (2)(b)(iv) Mentorship requirements must be met in accordance with WAC 181-78A-220 and 181-78A-300 and each candidate must be assigned a mentor. The candidate must receive mentoring for the duration of the residency. | | How does the program and district identify, prepare, and retain mentors who are instructional leaders, have received training on mentoring adult learners, are fully certified, have three years minimum professional experience in the role, and other qualifications specific to the program?  How does the program communicate expectations to mentors and site supervisors? | Click or tap here to enter text. |
| (2)(b)(v) Teacher development plan: Ensure the design and use of a teacher development plan for each candidate. The 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 standards for residency certification. The plan must also include:  (A) Identification of one or more tools to be used to assess a candidate's performance once the candidate is about halfway through their residency;  (B) Recognition for relevant prior learning within the teacher development plan that demonstrates meeting residency certification competencies; and  (C) A description of the criteria that would result in early exit from the program with residency certification. | | In what ways does the program build and utilize teacher development plans to leverage each candidate’s prior formal and informal experiences and support their growth?  How will the program embed residency certification standards, including cultural competency standards?  How will the program and the candidate assess candidate performance? | Click or tap here to enter text. |
| (2)(b)(vi) Shortage areas. Alternative route programs shall enroll candidates in a subject or geographic endorsement shortage area, as defined by the professional educator standards board including, but not limited to, bilingual, English language learner, special education, early childhood education, and areas with shortages due to geographic location as determined by the professional educator standards board. | | In what ways does your program enroll and support candidates in pursuing subject and geographic specific shortage areas as defined by PESB?  What data is used to determine geographic shortages? | Click or tap here to enter text. |
| WAC language | | Guiding question | In what ways do the program and program actors ensure each standard is upheld? Connect with the demonstrated need described in the pre-proposal. |
| The language of each requirement. | | These questions operationalize the WAC requirements. Use them as a prompt to guide your response. | Respond to each requirement with a description of how your proposed program intends to take action on each component. Please be aware of and avoid redundancies. |
| WAC 181-80-020 Program types  Alternative route programs under this chapter shall operate one to four specific route programs.\* Successful completion of an alternative route program shall meet the program completion requirements for residency teacher certification. The mentor of the teacher candidate at the school and the supervisor of the teacher candidate from the teacher preparation program provider must both agree that the teacher candidate has successfully completed the program.  \*Only complete the sections relevant to the Route(s) you plan to offer through your program. | | | |
| (1) Route 1: Providers approved to offer route one programs shall enroll currently employed district staff members seeking residency teacher certification. Candidates enrolled in route one programs may complete both their baccalaureate degree and requirements for residency certification in two years or less. Program providers and partners shall uphold entry requirements for route one candidates that include:  (a) A transferable associate degree, or associate degree, or associate of applied science, or ninety quarter credits or the equivalent in semester credits from an accredited institution of higher education;  (b) District or building validation of qualifications, including one year of student interaction and leadership. | How do Route 1 entry requirements and structures influence and inform program recruitment and admissions, overall program design, and district partnerships? | | Click or tap here to enter text. |
| (2) Route 2: Providers approved to offer route two programs shall enroll currently employed district staff members with baccalaureate degrees seeking residency teacher certification. Candidates enrolled in this route must complete a pre-residency intensive academy. Program providers and partners shall uphold entry requirements for candidates that include:  (a) A baccalaureate degree from an accredited institution of higher education;  (b) District or building validation of qualifications, including one year of student interaction and leadership. | How do Route 2 entry requirements and structures influence and inform program admissions, overall program design, and district partnerships? | | Click or tap here to enter text. |
| (3) Route 3: Providers approved to offer route three programs shall enroll individuals with baccalaureate degrees, who are not employed in the district at the time of application. Candidates enrolled in this route must complete a pre-residency intensive academy. Program providers and partners shall uphold entry requirements for candidates that include:  (a) A baccalaureate degree from an accredited institution of higher education; and  (b) External validation of qualifications, including demonstrated experience with students or children, such as reference letters and letters of support from previous employers. | How do Route 3 entry requirements and structures influence and inform program recruitment and admissions, overall program design, and district partnerships? | | Click or tap here to enter text. |
| (4) Route 4: Providers approved to offer route four programs shall enroll individuals with baccalaureate degrees, who are employed in the district at the time of application, or who hold limited certificates as described in WAC 181-79A-231, or hold initial, continuing, or limited career technical education certificates as described in chapter 181-77 WAC. Candidates enrolled in this route must complete a pre-residency intensive academy. The candidate will be delegated primary responsibility for planning, conducting, and evaluating instructional activities in a designated classroom. Program providers and partners shall uphold entry requirements for candidates that include:  (a) A baccalaureate degree from an accredited institution of higher education; and  (b) External validation of qualifications, including demonstrated experience with students or children, such as reference letters and letters of support from previous employers. | How do Route 4 entry requirements and structures influence and inform program recruitment and admissions, overall program design, and district partnerships? | | Click or tap here to enter text. |
| (5) 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. | In what ways does the program take veteran or National Guard status into consideration during the admissions process?  How does the program support veterans or National Guard members through application and admission? | | Click or tap here to enter text. |