

**CONNECTING ALTERNATIVE ROUTES TO TEACHER
CERTIFICATION
AND
STUDENT ACHIEVEMENT**

EDUCATOR GUIDELINES

ALTERNATIVE ROUTES TO TEACHER CERTIFICATION RATIONALE STATEMENT

In 2000, the National Center for Education Information concluded that the most successful alternative certification programs have the following features:

1. Talented individuals who already hold bachelor's degrees
2. Rigorous candidate screening/assessment processes
3. Field or school-based
4. Professional education coursework before and while teaching
5. Quality, trained mentors assigned to candidates
6. Candidates meet high performance standards

Major Idaho Research Findings (2001-2002, NWRREL):

1. Idaho has a formal alternate pathways plan/route—it is little used and in need of significant changes.
2. The new Idaho Grow Your Own Program provides insight into components that merit consideration for inclusion in new Idaho alternative model(s).
3. A number of Idaho colleges and universities have and or are developing quality alternative models

Quality alternative routes to teacher certification have the following components:

- Candidates must meet all Idaho teacher certification standards.
- Routes increase the number of candidates in shortage and high need areas.
- Routes improve the profession's diversity
- Rigorous screening processes of candidates required.
- Candidates are provided high quality mentorships
- Candidates participate in field-based/work-based experiences.
- Candidates are Recognized for appropriate related professional and life experiences.

DRAFT ALTERNATIVE ROUTES TO TEACHER CERTIFICATION

<i>Current Alternate Route: Teacher Trainee [to be replaced]</i>		Route 1A With paid internship	Route 1B With unpaid internship	Route 2 Para-Educators
<p><i>Candidate focus</i> <i>Credit-based</i> <i>Course-based</i> <i>Time-based</i> <i>Formal training plan</i></p>	Introduction	<ul style="list-style-type: none"> • Addresses district teaching needs as determined by district. • Tailored to individuals strengths & needs as determined by consortium. • Based on individual's qualification. • Performance-based assessment. • Standards-based. 	<ul style="list-style-type: none"> • Areas of teaching selected by individuals. • Choice of state-approved post-bachelor's, performance-based program. • Entry level assessment • Standards-based. 	<ul style="list-style-type: none"> • Areas of teaching selected by individual. • Choice of state-approved undergraduate, performance-based program. • Opportunities for diverse & traditionally under represented groups. • Entry level assessment • Standards-based.
<p><i>To provide alternative for individuals to become teachers</i></p>	Purpose of Route	<ul style="list-style-type: none"> • To encourage qualified BA degree holders to become teachers • To encourage ID colleges/ universities to offer expedited alternative programs. • To assist school districts in employing trained individuals. 	<ul style="list-style-type: none"> • To encourage qualified BA degree holders to become teachers • To encourage ID colleges/ universities to offer expedited alternative programs. • To assist school districts in employing trained individuals. 	<ul style="list-style-type: none"> • To encourage qualified para-educators employed in Idaho classrooms to become certified teachers.

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<i>Hold Bachelor's degree</i>	Education/Entry Requirements	<ul style="list-style-type: none"> • Hold Bachelor's degree. 	<ul style="list-style-type: none"> • Hold Bachelor's degree. 	<ul style="list-style-type: none"> • Completed two years of study at institution of higher education.
<i>3-year, non-renewable. State Certification Office issues Teacher Trainee Letter of Approval; secondary only.</i>	Teaching Certification Level	<ul style="list-style-type: none"> • Based on district teaching needs: <ul style="list-style-type: none"> – Secondary – Elementary – Other specialties (i.e. music, etc.). 	<ul style="list-style-type: none"> • All grade levels. 	<ul style="list-style-type: none"> • All grade levels.
	Work Experience Requirement	<ul style="list-style-type: none"> • Desirable. 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Employed as para-educator.
	Enrollment in Program	<ul style="list-style-type: none"> • Enroll in state-approved alternative route teacher education program. 	<ul style="list-style-type: none"> • Enroll in state-approved alternative route teacher education program. 	<ul style="list-style-type: none"> • Enroll in state-approved teacher education program at Idaho public or private college or university.
<i>Degree and credit-based</i> <i>Teaching major: 30 sem. credits.</i> <i>Teaching minor: 20 sem. credits.</i>	Entry Level Assess Subject Matter Knowledge as Defined by State Standards to Guide Professional Development	<ul style="list-style-type: none"> • Meet Praxis II Content cut score required. • In addition to Praxis II, includes but is not limited to: <ul style="list-style-type: none"> – Portfolio assessment – Challenge course work – CLEP (College Level Exam Program) 	<ul style="list-style-type: none"> • Meet Praxis II Content cut score required. • In addition to Praxis II, includes but is not limited to: <ul style="list-style-type: none"> – Portfolio assessment – Challenge course work – CLEP (College Level Exam Program) 	<ul style="list-style-type: none"> • Meet state para-educator standards.

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		Program) – Appropriate coursework – Assessment of dispositions – Other. • Candidate/district pays assessment fee(s).	Program) – Appropriate coursework – Assessment of dispositions – Other. • Candidate pays assessment fee(s).	
<i>Performance pre-assessment not included in state rules</i>	Entry Level Assess Pedagogy as Defined by State Standards to Guide Professional Development	• Performance assessment (i.e., portfolios, petition process, CLEP, etc.) required and will include: – Teaching knowledge & dispositions – Relevant life/work experiences. • Candidate/district pays assessment fee(s) instead of course fee(s).	• Performance assessment (i.e., portfolios, petition process, CLEP, etc.) required and will include: – Teaching knowledge & dispositions – Relevant life/work experiences. • Candidate pays assessment fee(s).	• Colleges should have procedures to assess and credit equivalent knowledge & dispositions (i.e., portfolios, petition process, CLEP, etc.). • Candidate pays assessment fee(s) instead of course fee(s).
<i>Professional development plan will be developed by consortium: mentor teacher, school district, college or university, and state teacher cert. office</i>	Professional Development	• Professional development plan developed by consortium after pre-assessments (Praxis II Content and authentic assessments).	• Professional development plan by individual & higher education after assessments. • Higher education will determine	• Candidate selects and completes state-approved college (undergraduate) teacher certification and bachelor's degree

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<p><i>Prior to program completion coursework in each area must be completed:</i> <i>Philosophical foundations</i> <i>Psychological foundation of Education</i> <i>Methods</i> <i>Reading in content area</i></p> <p><i>Complete 2-year college internship of 3 sem. cr. Each semester</i></p> <p><i>Second Summer: complete 6-9 semester credits</i></p>		<ul style="list-style-type: none"> • Consortium will determine preparation needed to meet state teacher standards and describe this in candidate's professional development plan. • Candidate selects and completes state-approved post-bachelor's certification work, as determined by consortium (pedagogy, etc.). • Candidate must enroll in college-supervised paid internship not to exceed 2 years year as defined in professional development plan. • Program completion will be performance-based. 	<p>will determine preparation needed to meet state teacher standards and describe this in candidate's professional development plan.</p> <ul style="list-style-type: none"> • Candidate selects and completes state-approved post-bachelor's certification work, as determined by higher education (pedagogy, etc.). <p>• Program completion will be performance-based.</p>	<p>programs.</p> <ul style="list-style-type: none"> • Complete state approved undergraduate performance-based program • Complete all field-experience, student teaching and/or internship requirements in state-approved, performance-based college program. <p>(*Note: Consortium will determine shift from para-educator to student teacher, based on institutional review of professional development plan).</p>
<p><i>Candidate obtains written statement from school district</i></p>	<p>School District/ Charter School</p>	<ul style="list-style-type: none"> • Higher education institution submits written statement 	<ul style="list-style-type: none"> • Districts may refer promising candidates to 	<ul style="list-style-type: none"> • District identifies potential candidates

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<i>declaring intent to hire applicant</i>		<p>to SDE requesting approval to employ paid teacher interns for teaching assignment.</p> <ul style="list-style-type: none"> • Office of Certification provides entry-level authorization/permit. • District responsible for compensating intern supervisor. • Work as contracted employee. 	<p>colleges/universities.</p> <ul style="list-style-type: none"> • Districts provide schools and classrooms for candidates to complete necessary field experiences, student teaching and/or internships. 	<p>possessing the appropriate dispositions for teaching.</p> <ul style="list-style-type: none"> • District encourages candidates to obtain financial assistance (i.e., scholarships, grants). • As feasible, district provides flexible work hours or release time.
<i>District must assure full-time employment as teacher.</i>	Employment Status	<ul style="list-style-type: none"> • Full-time or part-time employment as teacher while fulfilling internship requirements. • Includes criminal background check. 	<ul style="list-style-type: none"> • Candidates will not be employed as teachers. • Candidates must be available to complete field-based student teaching/internship requirements. • Includes criminal background check. 	<ul style="list-style-type: none"> • District will/continue to employ candidate as para-educator. • Includes criminal background check. • Candidate may move to Route 1 as need occurs.
<i>Salary & benefits established by each district in accordance with district policy</i>	Salary and Benefits	<ul style="list-style-type: none"> • Salary & Benefits established by each district in accordance with district policy. 	<ul style="list-style-type: none"> • Candidate is enrolled in college program and is not a paid district employee. 	<ul style="list-style-type: none"> • Candidate is employed as para-educator by school district.

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		<ul style="list-style-type: none"> • Districts may grant individuals experience on salary schedule, provided such experience is directly related to the teaching assignment. • Individuals are encouraged to apply for scholarships, grants, etc. (Troops to Teachers, etc.). 		
<i>Complete 30-clock hour pre-service orientation by district prior to classroom assignment.</i>	District Orientation	<ul style="list-style-type: none"> • Consortium determines the appropriate content of pre-service district orientation. 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Candidate participates in district/school orientation as deemed appropriate by school where employed as para-educator.
<i>Mentor teacher shall assist and guide candidates Principals must ensure that mentor(s) provide assistance</i>	Supervision	<ul style="list-style-type: none"> • Paid teaching intern participates in district mentoring program. • Consortium provides a plan for supervision of paid 	<ul style="list-style-type: none"> • Not directly applicable; candidates have a cooperating teacher and a college field supervisor during student teaching/ 	

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		internship year.	internship.	
<i>Complete at least 2 years of successful teaching and be evaluated at least once each semester. Treated as non-continuing contract employees</i>	Eligibility for Certification	<ul style="list-style-type: none"> • Candidate is evaluated based on professional development plan. • Must demonstrate successful teaching experience during paid internship. • Institutional recommendation required. • Documentation of teacher growth & student learning required. 	<ul style="list-style-type: none"> • Candidate is evaluated based on professional development plan. • Cooperating K-12 teachers assist in evaluating candidate in field experience. • Institutional recommendation required for initial certification. 	<ul style="list-style-type: none"> • Candidate is evaluated based on professional development plan. • Institutional recommendation required for initial certification.
<i>3-year, non-renewable.</i> <i>State Certification Office issues Teacher Trainee Letter of Approval.</i>	Initial Certification	<ul style="list-style-type: none"> • State issues 3-year initial certification upon completion of appropriate program assessments/requirements and recommendation from higher education institution. 	<ul style="list-style-type: none"> • State issues 3-year initial certification upon completion of program and recommendation from higher education institution. 	<ul style="list-style-type: none"> • State issues 3-year initial certification upon completion of program and recommendation from higher education institution.

Consortium definition: Partnership of school district, higher education, and alternative route candidate.

