



West Virginia Alternative Certification

Program Proposals



West Virginia Board of Education
2024-2025

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West Virginia Department of Education

West Virginia School District(s):

1 _____	5 _____
2 _____	6 _____
3 _____	7 _____
4 _____	8 _____

Partner(s):

Select all which apply	Type of Partner	Identify the Partner(s)
	1. Regionally-accredited institution of higher education (IHE)	
	2. Entity affiliated with a regionally accredited institution of higher education (IHE)	Entity: IHE:
	3. West Virginia Department of Education (WVDE)	

Note: Please add additional districts, regionally-accredited institutions of higher education, or eligible entities to this section as necessary.

Name of the Alternative Certification Program _____

Specific type of Alternative Program Proposal - Select one option or both options. While partners may apply using one application, *each program will be considered a separate program*. Contents of the program proposal must include all required information for each individual program.

<input type="checkbox"/>	A. General Education Endorsements Program
<input type="checkbox"/>	B. Special Education Endorsements Program

Alternative Certification Program Proposal Components:

- Submitted by the county school district to the Office of Educator Preparation
- Submit the complete proposal as one PDF document with all required components in sequential order

Yes or N/A	Required Components of an Alternative Certification Program Proposal
	<p>1. Overview of the Program Describe the program. Identify the professional teacher certificate/ endorsement(s) and grade levels, etc. Include a projected start date.</p>
	<p>2. Candidate Eligibility, Recruitment, and Enrollment Describe procedures for determining eligibility. Describe the candidate recruitment and enrollment processes of the program. Describe the candidate application process to the WVDE for an alternative program teacher certificate and subsequent enrollment into the program, including details of how, when, etc. Describe the process for moving from an alternative teaching certificate to a provisional teaching certificate and then a professional teaching certificate.</p>
	<p>3. Partner Roles and Responsibilities Describe the roles, responsibilities and expectations of each partner (identify applicable deadlines, forms and guidance governing each member in the partnership).</p>
	<p>4. Program of Study (Required for all proposals) Describe the coursework and/or staff development, delivery methods (include who, when and how instruction is delivered) and preparation for state-approved/ required competency exam(s), as guided by WVBE Policy 5901. See relevant information below:</p> <ul style="list-style-type: none"> • six or more semester credit hours or an equivalent number of staff development hours of instruction to include, but not be limited to, the following subjects: student assessment, development and learning, curriculum, classroom management, use of educational computers and other technology, special education, diversity, trauma-informed and social-emotional best practices, school law, and Individuals with Disabilities Education Act of 2004, Public Law 108-446 (IDEA).
	<p>4a. Program of Study – Special Education (if applicable) If the alternative program is to prepare highly qualified special education teachers, it must include additional instruction for the delivery of instructional services to students with disabilities. Programs must also contain instruction focused on developing Individualized Education Plans (IEP) with WVBE content standards and objectives, differentiated instruction, school and IDEA law, behavioral interventions and supports, and preparation necessary to help the alternative program teacher meet the proficiency score(s) on the appropriate state competency exam(s) in special education content and the state competency exam(s) in pedagogy.</p> <ul style="list-style-type: none"> • Programs for the Deaf and Hard of Hearing endorsement require that the program of study address topics listed in WVBE Policy 5901, Section 8.2.c.1. • Programs for the Visual Impairment endorsement require that the program of study address topics listed in WVBE Policy 5901, Section 8.2.c.2. • Programs for the Autism endorsement require that the program of study address topics listed in WVBE Policy 5901, Section 8.2.c.3.

	<p>4b. Program of Study – Elementary Grade Level Instruction (if applicable) Alternative program teachers who will be teaching elementary school children must receive instruction in early literacy. They must also receive training and instruction on the following topics:</p> <ul style="list-style-type: none"> • state-adopted grade-level content standards, foundational reading and mathematics skills, and how to implement reading instruction using high-quality instructional materials; and • providing effective instruction and intervention for students with reading and mathematics deficiencies, including students with characteristics of dyslexia or dyscalculia; and • understanding and using student data to make instructional decisions. <p>Programs for specific learning disabilities, including dyslexia and dyscalculia, should ascribe to a common set of professional standards for the benefit of the students served. The basis of ascribing to common standards requires recognizing common characteristics of the disabilities.</p>
	<p>4c. Program of Study – Instruction of Lab Based/Experiential Settings/Courses and Drivers Education (if applicable) Training and/or testing of instructors of lab based/experiential settings/ courses requires a WVDE-approved training/course(s) that includes, but is not limited to, the following topics: student and staff safety, lab safety, lab management, and instructional procedures for the lab setting. Program participants may be required to pass a WVDE approved assessment to demonstrate proficient knowledge and skills to safely and adequately teach in a lab setting. For Driver Education, program participants must also meet the requirements identified in W. Va. 126CSR136, WVBE Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications (Policy 5202).</p>
	<p>5. Support and Observation Describe the frequency and duration of time requirements for professional support, observation (of the candidate by a supervisor and observation of a mentor or other experienced teacher(s) by the candidate), etc. Provide a sample of the form(s) to be used by members of the Professional Support Team when observing, modeling strategies, videoing instruction, evaluating, etc.</p>
	<p>6. Calendar of Events Document the timeline for required events (for program reports and evaluations). Include the expected beginning and completion times for instruction (courses and/or professional development), etc.</p>
	<p>7. Evaluation and Recommendation for Licensure Describe the processes for submitting the final evaluation and recommendation of the alternative program teacher for licensure. Acknowledge the recipients, signatories, methods and appropriate document(s)/evidence to be used for final evaluation and recommendation. Include the assurance that the alternative program teacher understands his or her right to appeal and the appeal process. Describe how program participants meet all WVBE-approved testing requirements necessary for acquiring initial teacher certification as described in Policy 5202 and the West Virginia Licensure Testing Directory found on the WVDE website. (Guidance may be found in Section 7.7, Section 8.5.c.1, and Section 9 of WVBE Policy 5901)</p>

Partnership Agreement for an Alternative Certification (AC) Program

The AC partnership agreement is a written Memorandum of Understanding (MOU) that delineates how the partnership will conduct its alternative program, identifies the rights and responsibilities of each program partner, and includes signatures representing each partner. The AC partnership agreement is part of the program proposal and includes the following:

Required Components of an Alternative Certification Program Agreement	
	1. Procedures and criteria for determining eligibility to enroll in the alternative program.
	2. Acknowledgment that vacancy is to be advertised at least twice (for a ten day period), and if no certified teacher applies, only then may the partnership consider enrolling a person in the alternative program.
	3. Acknowledgment of the procedures and criteria for making a formal offer of employment to a person who is eligible to enroll in the alternative program. Acknowledgement that the alternative program teacher will begin receiving their required instruction/training either simultaneously or before assuming the role of an educator.
	4. A description of the categories, methods and sources of instruction that the alternative program will provide.
	5. A description of the on-the-job training and supervision that the alternative program will provide.
	6. A description of the academic and performance standards that an alternative program teacher shall satisfy to receive the partnership's recommendation that the State Superintendent issue a provisional teaching certificate to the program completer. Include the description and rubrics of the three minimally-required performance assessments during the candidate's first year in the alternative certification program. (WVBE Policy 5901, Section 5.3.b.6. and Section 6.2.g.)
	7. A description of the selection and training of the professional support team and include a list of professional support team members and job titles.
	8. A detailed description of provisions for determining tuition or other charges, if any, relating to an alternative program (guided by WVBE Policy 5901, Section 11.1). A partnership may not impose charges for participation in an alternative program unless tuition or other charges are necessary to offset the partnership's cost of providing the alternative program.
	9. Acknowledgement that the employing school district will renew the alternative program teacher's contract as long as the alternative program teacher makes satisfactory progress. The alternative certificate may be renewed two times (for a total of three years).
	10. A description of any other provisions that the partners consider necessary or helpful to ensure that the alternative program operates in accordance with West Virginia State Code and WVBE Policy.

Assurance Statement

Signatures verify the review and understanding of the guidance documents provided for Alternative Certification of teachers by the WVDE and agreement with all components of the Alternative Certification Program Proposal. Signatures also verify that the Alternative Certification Program Proposal is in compliance with WVBE Policy 5901 and West Virginia State Code requirements for the alternative certification of teachers.

Alternative Certification Program Title _____

West Virginia School District(s):

1	_____	_____	_____
	School District	Superintendent Signature	Date
2	_____	_____	_____
	School District	Superintendent Signature	Date
3	_____	_____	_____
	School District	Superintendent Signature	Date
4	_____	_____	_____
	School District	Superintendent Signature	Date
5	_____	_____	_____
	School District	Superintendent Signature	Date
6	_____	_____	_____
	School District	Superintendent Signature	Date
7	_____	_____	_____
	School District	Superintendent Signature	Date

Partner(s) - Select all which apply:

1	_____	_____	_____
	Regionally-accredited institution of higher education (IHE)	Authorized Official Signature	Date
2	_____	_____	_____
	Entity affiliated with a regionally accredited IHE	Authorized Official Signature	Date
3	_____	_____	_____
	West Virginia Department of Education	State Superintendent Signature	Date

Note: Please add additional district(s) and/or partner(s) to these assurance statements when applicable. All statements and signatures must appear on the same page.



Michele L. Blatt
West Virginia Superintendent of Schools