

**Alternative Routes to Teacher
Certification in Washington State**

Shannon Matson

December 2002

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Washington State Institute for Public Policy

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WASHINGTON STATE INSTITUTE FOR PUBLIC POLICY

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Barbara McLain worked on this report during her time with the Institute.

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REPORT SUMMARY

Study Direction

In creating the state grants for alternative routes to teacher certification, the 2001 Washington Legislature also directed the Washington State Institute for Public Policy (Institute) to:

*submit to the education and fiscal committees of the legislature, the governor, the state board of education, and the Washington professional educator standards board, an interim evaluation of partnership grant programs funded under this chapter by December 1, 2002, and a final evaluation by December 1, 2004.*¹

The Institute received funding from the Office of the Superintendent of Public Instruction (OSPI) to incorporate the four federally funded projects in this evaluation.

The key research questions addressed in this interim report are:

- What are alternative routes to teacher certification?
- What is the status of Washington’s alternative route partnerships?
- Who are Washington’s alternative route interns?
- What are the next steps for the Institute’s evaluation?

Background

Washington’s alternative route programs were created by the 2001 Legislature based on the recommendations of the Professional Educator Standards Board (PESB).² The Legislature articulated four primary objectives for alternative routes to teacher certification:

1. Provide high-quality preparation;
2. Offer flexibility and expedience to prospective teachers;
3. Target shortage subject areas and geographic locations; and
4. Meet state standards for teacher preparation.³

For the 2001–03 biennium, the Legislature appropriated \$2 million to support mentored internships and forgivable loans to assist current school staff with tuition costs. Additionally, in December 2001, OSPI received a \$1.2 million federal grant to help mid-career professionals become part of the teaching force.

¹ E2SSB 5695, Section 8; Chapter 158, Laws of 2001.

² E2SSB 5695; Chapter 158, Laws of 2001.

³ E2SSB 5695, Section 1; Chapter 158, Laws of 2001 – Legislative Intent.

Washington State’s Partnership Grant Program

In 2001, the Legislature adopted the PESB’s recommendations and created state partnership grant programs for school districts and state-approved teacher preparation programs to offer three alternative routes to certification, each targeting a different type of prospective teacher.⁴

Exhibit 1
Washington’s Alternative Routes to Teacher Certification

Route	Target Interns	Intern Qualifications	Other Criteria*
I	Classified instructional staff currently employed by a district	Transferable associate degree 3 years’ employment with a district	Seeking endorsement in: • Special education • Bilingual education • ESL
II	Classified staff currently employed by a district	Bachelor’s degree 3 years’ employment with a district	Endorsement in subject matter geographic shortage area
III	Individuals not employed by a district or who hold emergency substitute certificates	Bachelor’s degree 5 years’ professional experience Demonstrated successful experience with students or children	Endorsement in subject matter or geographic shortage area Non-shortage areas allowed for secondary school endorsements

As outlined in the legislation authorizing alternative routes to teacher certification, partnership programs are to have the following characteristics:

- **Mentored Internship.** Interns must receive intensive classroom mentoring for at least half of a school year.
- **Trained Mentor.** Programs must assure that mentor teachers are trained either through the OSPI mentor training academy or an equivalent local training.
- **Performance-based.** Programs rely on a teacher development plan that compares each intern’s prior experience and education with the state standards for residency certification and adjusts program requirements accordingly.
- **Training and Coursework.** Training and coursework for Route I interns should enable them to complete both a bachelor’s degree and residency certification in two years or less. Interns for Routes II and III should complete an intensive summer teaching academy complemented by flexibly scheduled training throughout the year.

⁴ E2SSB 5695; Chapter 158, Laws of 2001.

The \$2 million appropriated by the Legislature for the 2001–03 biennium is used to support:

- **Intern and Mentor Stipends.** During the mentored internship, interns receive a stipend equivalent to 80 percent of a first year teacher’s salary: \$22,654 for the 2002–03 school year. The remaining 20 percent provides a \$5,664 stipend for mentor teachers.
- **Conditional Scholarship.** Current classified staff (Routes I and II) receive tuition assistance through conditional scholarships. Interns may receive loan forgiveness of up to \$4,000 a year for every two years they teach in a K–12 public school.
- **Planning and Administration.** No funds were allocated for planning or administrative support.

Federal Transitions to Teaching Grant Program

With the \$1.2 million awarded to support Transitions to Teaching programs in Washington State, OSPI and the PESB created a second grant opportunity modeled closely after the state’s partnership grant program. The two programs differ only in the following respects:

- The federal grant is targeted only to interns eligible for Route III.
- Transitions to Teaching interns receive a stipend of \$5,000 during their internship year and an additional \$3,000 during their first year teaching after certification. Mentor teachers receive a stipend of \$500 during the internship year, and individuals who mentor the interns as first-year teachers also receive a \$500 stipend.

What Is the Status of Washington’s Alternative Route Partnerships?

OSPI and the PESB awarded a seven grants (three state and four federal) to support alternative route programs for the 2002–03 school year (see Exhibit 2). These partnerships had a very short time to design and implement programs, generally three to six months. A total of 166 individuals are currently enrolled as alternative route interns.

Exhibit 2

Program Summary: Number of Interns by Route and Recruitment Focus

	Partnership Name	Partners	Number of Interns⁵
STATE GRANT	Southwest Washington Consortium	<i>City University ESD 112 8 local area school districts</i>	Route I: 13 Route II: 8 Route III: 4
	Puget Sound Partnership	<i>Seattle Pacific University Puget Sound ESD 8 local area school districts</i>	Route II: 6 Route III: 11
	South Sound Partnership	<i>Pacific Lutheran University Green River Community College 13 local area school districts</i>	Route I: 11 Route II: 8 Route III: 10 Route III: 30 (Federal)
FEDERAL GRANT	Seattle Transitions to Teaching	<i>University of Washington Seattle School District</i>	Route III: 20
	Skagit Valley Network	<i>Western Washington University 4 local area school districts</i>	Route III: 16
	South Sound Transitions Consortium	<i>St. Martin's College Pierce Community College 2 local area school districts</i>	Route III: 29

Alternative route programs have the following characteristics:

- All programs focused recruitment on shortage subject areas, including special education, English as a Second Language, mathematics, and science. Some programs also accepted interns based on willingness to teach in a shortage location.
- In general, alternative route programs tend to be more performance-based, and learning opportunities were adapted to accommodate a year-long, intensive internship.
- Route I interns earn 90 or more quarter (equivalent) credits, while Route II and III interns earn from 27 to 68 quarter credits, depending on the program.
- The total cost of tuition for Route I interns ranges from \$7,200 to \$35,000. The cost of tuition for Route II and III interns ranges from \$8,000 to \$16,000. Tuition at the four private institutions costs the same as or less than a comparable regular program at the same institution, while tuition at the two public institutions ranges from \$1,000 to \$10,000 more than a comparable regular program.

⁵ Including self and/or district-pay interns.

Who Are Washington's Alternative Route Interns?

- The median age of all interns responding to the Institute's summer questionnaire⁶ is 41. The widest range of ages is found among Route III interns, and more than two-thirds of Route I interns are between 40 and 50 years old.
- Thirteen percent of interns reported an ethnicity other than Caucasian, compared to 11 percent of all individuals earning beginning teacher certificates in Washington in 1999–2000.⁷
- Overall, slightly fewer than one-third (31 percent) are male, consistent with the proportion of males employed as classroom teachers in Washington State during the 2001–02 school year (29 percent).⁸ However, among Route III interns, 40 percent are male and among Route I interns none are male.
- One-third of Route II and III interns report having a bachelor's degree in science or engineering, with another 26 percent in arts and humanities, and the rest split between social sciences and education (12 percent), business (8 percent), math (7 percent), and other degrees in non-shortage subject areas.
- Nearly two-thirds (62 percent) of Route I and II interns report working as classroom instructional assistants prior to starting an alternative route program; 30 percent report working as assistants for early childhood education or Title I remedial programs. Nearly half of Route III interns report working in an education field prior to applying, and the rest in business (23 percent), science or engineering (17 percent), or social services (6 percent).

What Are the Next Steps for the Institute's Evaluation?

The Institute's final report, due in December 2004, will focus on the remaining three research questions:

- 1) How do alternative route programs meet legislative objectives?
- 2) How do alternative route programs and interns compare with regular programs and students?
- 3) Are alternative route programs, as currently designed and implemented, a feasible way for Washington to prepare teachers.

⁶ The information in this section is based on 140 surveys, with a return rate of 84 percent from 166 interns. Surveys were returned by 19 Route I interns (79 percent), 21 Route II interns (95 percent), and 100 Route III interns (83 percent).

⁷ OSPI, *Annual Report 2000-2001: Certificates Issued and Certificated Personnel Placement Statistics* (Olympia, WA: Office of the Superintendent of Public Instruction, February 2002).

⁸ OSPI, "Data Administration for School Year 2001-02: Personnel by Major Position and Sex" (Olympia, WA: Office of the Superintendent of Public Instruction, data table), <<http://www.k12.wa.us/dataadmin/R1808H01.pdf>>, November 20, 2002.

INTRODUCTION

Background

Traditionally, to become a teacher in Washington, interns must graduate from a teacher preparation program offered by a college or university and approved by the State Board of Education. Washington State has 22 higher education institutions (8 public and 14 private) offering teaching programs that lead to certification.

Teacher shortages (particularly in certain subject areas or geographic locations) and interest in attracting mid-career professionals into the teaching force have led 45 states (including Washington) to create alternative routes to teacher certification.⁹ Alternative programs typically combine college coursework with on-the-job training through a mentored internship or apprenticeship and are offered collaboratively by colleges and school districts.

Washington's alternative route programs were created by the 2001 Legislature based on the recommendations of the Professional Educator Standards Board (PESB).¹⁰ The Legislature articulated four primary objectives for alternative routes:

- 1) **High-quality preparation** based on intensive field-based training, coursework, and strong mentoring;
- 2) **Flexibility and expedience** for interns, including a focus on demonstration of competencies;
- 3) Assistance in filling **teacher shortages** in certain subject areas and geographic locations; and
- 4) The expectation that alternative route interns **meet the same state standards** for certification as regularly prepared interns.¹¹

For the 2001–03 biennium, the Legislature appropriated \$2 million to support mentored internships and forgivable loans to assist current school staff with tuition costs. The PESB was directed to distribute funds to partnerships of school districts and colleges that develop the alternative route programs.

Additionally, in December 2001, the Office of the Superintendent of Public Instruction (OSPI) received a \$1.2 million federal grant to help mid-career professionals become part of the teaching force. The funds are to be distributed in a similar fashion as the state grants to partnerships of alternative route programs.

⁹ C. Emily Feistritzer and David T. Chester, *Alternative Teacher Certification: A State-by-State Analysis 2002* (Washington, D.C.: National Center for Education Information, 2002).

¹⁰ E2SSB 5695; Chapter 158, Laws of 2001.

¹¹ E2SSB 5695; Section 1, Chapter 158, Laws of 2001 – Legislative Intent.

Study Direction

Both the legislation creating alternative routes to teacher certification and the 2001–03 appropriations act directed the Washington State Institute for Public Policy (Institute) to evaluate the state partnership grant programs for alternative teacher certification.¹² Findings will be reported to the Legislature in this interim report and a final report is due December 2004. In May 2002, the Institute’s Board of Directors directed Institute staff to include the federally funded programs in the same evaluation.

Research Questions and Interim Report

The Institute’s study addresses the following research questions:

- Who are alternative route interns?
- How do alternative route programs meet legislative objectives?
- How do alternative route programs and interns compare with regular programs and students?
- Are alternative route programs, as currently designed and implemented, a feasible way for Washington to prepare teachers?

This interim report provides a preliminary overview of Washington’s state and federal partnership programs and alternative route interns. This report focuses on the following:

- I. What are alternative routes to teacher certification?
- II. What is the status of Washington’s alternative route partnerships?
- III. Who are Washington’s alternative route interns?
- IV. What are the next steps for the Institute’s evaluation?

Study Methods

Descriptions of the partnership programs were developed through review of program documents, site interviews with program coordinators, and telephone interviews. A questionnaire was used to collect information about the interns. We also examined information about alternative routes to teacher certification in other states.

¹² E2SSB 5695, Section 8; Chapter 158, Laws of 2001 and Section 608, Chapter 7, Laws of 2001, 2nd special session.

I. WHAT ARE ALTERNATIVE ROUTES TO TEACHER CERTIFICATION?

How Are Washington’s Teachers Currently Certified?

Standards for Residency Certification

In Washington State, standards for teacher preparation and certification are established by the State Board of Education (SBE). Exhibit 3 illustrates the five primary steps to becoming certified as a teacher in Washington.

Exhibit 3
Steps to Initial Teacher Certification

Steps to Initial Teacher Certification	
1. Meet minimum criteria	Prospective teachers must be at least 18 years of age, provide evidence of good moral character, and hold a bachelor’s degree.
2. Pass a basic skills test	As of September 2002, individuals wishing to enter a teacher preparation program must receive a passing score on a statewide basic skills test administered by the PESB.
3. Successfully complete a state-approved teacher preparation program	Since 2000, all teacher preparation programs approved by the SBE must be “performance-based.” Rather than specifying the content of a program, the SBE requires teacher interns to: <ul style="list-style-type: none"> • Demonstrate their knowledge and skills based on 27 standards;¹³ and • Demonstrate positive impact on student learning.
4. Obtain at least one subject area endorsement	Endorsement areas identify the subject area an individual is considered qualified to teach (e.g., special education, mathematics, elementary education). The SBE is creating performance standards for each endorsement; currently the rules specify the course content an individual must take to receive an endorsement.
5. Pass a content test¹⁴ (September 2005)	After September 2005, all teacher interns must pass appropriate content tests before receiving their endorsements. These tests are currently under development by the PESB.

¹³ See Appendix G for a list of the standards.

¹⁴ OSPI and the teacher preparation programs are also currently field testing a pedagogy assessment, but this is not yet a standard requirement for all prospective teachers.

Individuals who complete all the necessary steps receive a **residency certificate**, enabling them to teach in Washington’s public and private schools.¹⁵ There are 22 state-approved programs, eight at public higher education institutions and 14 at private institutions. Appendix I lists the regionally accredited programs approved by the Washington State Board of Education.

Regular Routes to the Residency Certificate

Each college and university is responsible for determining how to organize and offer preparation programs leading to residency certification—generally through one of three certification programs, or routes:

- **Undergraduate Degree.** Certification and endorsement requirements are met through undergraduate coursework, resulting in a bachelor’s degree along with a residency certificate. Education coursework and student teaching is usually structured as a two-year program begun after the student has reached junior status.
- **Post-Baccalaureate Certificate.** Certification requirements are met through a non-degree program usually one year in length. As a condition of admission, applicants must have a bachelor’s degree and, for some programs, sufficient coursework for at least one endorsement.
- **Master’s in Teaching (MIT).** Certification requirements are met through an intensive program in which interns earn both a master’s degree and a residency certificate at the same time. Programs are usually 15 months (five academic quarters) in length.

Some researchers categorize post-baccalaureate certificates and MIT programs as alternative routes to certification because they provide opportunities for individuals who have already earned a bachelor’s degree to gain a teaching credential.¹⁶

Limited Certification

Washington State also offers four types of limited certification allowing, under certain conditions, individuals without a residency certificate to teach at the request of a school district or private school.¹⁷

- **Emergency Certificate.** Applicants must already have substantially completed a teacher preparation program and coursework for endorsement. This one-year certificate can only be used when a qualified teacher with full certification is not available or circumstances dictate the position must be filled immediately.

¹⁵ The residency certificate is valid for five years and has limited renewal before the teacher must complete additional requirements for a professional certificate.

¹⁶ Feistritzer, *Alternative Teacher Certification*, 3.

¹⁷ WAC 180-79A-231. Substitute certificates are not included in this list because individuals must have completed a regular teacher preparation program to receive a certificate.

- **Conditional Certificate.** Educational service districts, school districts, or private schools may request a conditional certificate under two circumstances: (a) to take advantage of individuals who are highly qualified and have unusual distinction or exceptional talent in the subject area they intend to teach, or (b) no qualified and certified individual can be found.¹⁸ This certificate is valid for up to two years and may be reissued.
- **Emergency Substitute Certificate.** If a district experiences a shortage of regularly certified substitute teachers, the state can issue an emergency substitute certificate to non-certified individuals for up to three years, to be used only in the requesting district.
- **Intern Substitute Certificate.** This certificate permits an individual who is completing a student teaching internship to act as a substitute in the absence of the regular classroom teacher but only in the classroom where the intern is student teaching. The intern must be approved by his or her sponsoring university or college.

Why Create Alternative Routes to Certification?

Generally, an alternative route to teacher certification is one that does not require individuals to complete an approved teacher preparation program at a college or university. One source estimates that, nationwide, approximately 25,000 teachers receive certification through an alternative route each year.¹⁹ As of 2002, 45 states (including Washington) offer some form of alternative certification program compared with only eight states in 1983.²⁰ There are four major reasons state policymakers create alternative routes to teacher certification:

- Address teacher shortages;
- Reduce emergency certification and out-of-field assignments;
- Attract mid-career professionals into teaching; and
- Promote greater diversity in the teaching force.

1) Address Teacher Shortages

For some time, researchers, schools, and the media have portrayed an impending or current shortage of qualified classroom teachers.²¹ However, no consensus exists regarding the specific scope and nature of a teacher shortage. In the past, the increasing

¹⁸ Conditional certificates may also be issued for traffic safety or sports instructors, nurses, speech pathologists, or audiologists.

¹⁹ C. Emily Feistritzer, "Alternative Routes for Certifying Teachers Escalate to Meet Multiple Demands" (Washington, D.C.: National Center for Education Information, News Release, March 5, 2002).

²⁰ Feistritzer, *Alternative Teacher Certification*, 3

²¹ Heather Voke, "Understanding and Responding to the Teacher Shortage," *Infobrief* 29 (Association for Supervision and Curriculum Development, May 2002), <<http://www.ascd.org/readingroom/infobrief/issue29.html>>, November 20, 2002.

K–12 student population and growing rate of teacher retirements have been cited as contributing to teacher shortages. Current projections show a distinct flattening of future student enrollment between 2001 and 2012, with nationwide enrollment growth at less than one-half of 1 percent and Washington at just over 1 percent.²² Recent research also shows that retirement currently has a relatively minor impact on the supply of teachers, accounting for only 12 percent of total turnover.²³

Some researchers have asserted that the shortage does not exist in the total number of teachers but is concentrated in specific geographic locations and subject areas.²⁴ State policies such as class size reduction and increased demand for teachers within a short time period can lead to increased use of unqualified teachers. Since the mid-1980s, 20 states (including Washington) have initiated class size reduction initiatives.²⁵

Experience in other states suggests that alternative certification programs can result in higher retention rates for teachers receiving alternative certification as opposed to regularly prepared teachers, particularly for programs that target mid-career professionals.²⁶ Alternative programs will often deliberately target their recruitment to fill positions in shortage areas.²⁷

Shortages in Washington. Although no extensive research has been done in Washington regarding the nature of teacher supply and demand, in 2000 and 2002 OSPI administered surveys to determine possible future shortages of teachers in various fields. Exhibit 4 summarizes the surveys' major findings. Responses were analyzed by county and did not reveal any significant correlation between reported shortages and geographic location.

²² Debra E. Gerald and William J. Hussar, *Projections of Education Statistics to 2012* (Washington, D.C.: National Center for Education Statistics, October 2002), <<http://nces.ed.gov/pubs2002/2002030.pdf>>, November 20, 2002.

²³ Richard Ingersoll, "A Different Approach to Solving the Teacher Shortage Problem," *Teacher Quality Policy Briefs* 3 (January 2001), <<http://www.ctpweb.org/>>, November 20, 2002. School districts surveyed by OSPI in 2002 similarly reported that approximately 5,700 of their teachers (11 percent of the 2001–02 teaching force) would be eligible for retirement within the next five years.

²⁴ Ray Legler, *Alternative Certification: A Review of Theory and Research*. (Naperville, IL: North Central Regional Educational Laboratory, November 2001), <www.ncrel.org/policy/pubs/html/altcert/intro.htm>, November 20, 2002.

²⁵ CSR Research Consortium, *What We Have Learned About Class Size Reduction in California* (Sacramento: California Department of Education, 2002): 6. In 2000, Washington voters approved additional funding through Initiative 728 for class size reduction and other purposes.

²⁶ Michael Kwiatkowski, "Debating Alternative Teacher Certification: A Trial by Achievement," in *Better Teachers, Better Schools*, eds. Marci Kanstoroom and Chester E. Finn, Jr. (Washington, D.C.: The Thomas B. Fordham Foundation, July 1999), 224.

²⁷ Lesley Dahlkemper, "Are Alternative Certification Programs a Solution to the Teacher Shortage?" *SEDLetter* 13, no. 2 (October 2001), <<http://www.sedl.org/pubs/sedletter/v13n02/2.html>>, November 20, 2002.

Exhibit 4
Summary of OSPI Survey of Teacher Supply and Demand: 2002²⁸

District	Subject
Districts reported “considerable” shortages in:	<ul style="list-style-type: none"> • Special Education • Mathematics • Physics
Districts reported “some” shortages in:	<ul style="list-style-type: none"> • Chemistry • Music • Japanese • English as a Second Language • Early Childhood Special Education • Biology • Bilingual Education
Districts forecast “considerable need” over the next five years in:	<ul style="list-style-type: none"> • Special Education • Mathematics

2) Reduce Emergency Certification and Out-of-Field Assignments

In response to teacher shortages, school administrators attempt to fill positions using a variety of methods, including emergency certification, use of long-term substitutes, and assigning teachers to subjects they have not been trained to teach.²⁹ Alternative certification programs provide an opportunity to fill positions in a more expedient fashion, while still providing some level of assurance that teachers have received training.

Emergency Certification. In Washington, use of the four types of limited certification has risen dramatically since the 1998–99 school year (see Exhibit 5). In 2000–2001, approximately one limited certificate was issued for every four new regular teaching certificates.³⁰

²⁸ OSPI, *Educator Supply and Demand in Washington State, 2002 Report* (Olympia, WA: Office of the Superintendent of Public Instruction, July 2002), and *Educator Supply and Demand in Washington State, 2000 Report* (April 2000).

²⁹ Voke, “Understanding and Responding.”

³⁰ In 2000–01, OSPI issued 7,975 initial and residency certificates compared with 1,875 limited certificates (emergency, conditional, emergency substitute, and intern substitute). OSPI, *Annual Report 2000-2001*, 9.

Exhibit 5
Number of Limited Certificates Issued: 1998–1999 to 2000–2001

Type of Certification:	1998–99	1999–00	2000–01	Percent Change: 1998–99 to 2000–01
Emergency	27	45	62	+130%
Conditional	86	173	298	+247%
Emergency Substitute	1,346	1,571	1,384	+4%
Intern Substitute	N/A	N/A	131	N/A

OSPI, “Annual Report 2000–2001, Certificates Issued and Certificated Personnel Placement Statistics.”

Out-of-Field Teaching. Several national researchers have found that the degree to which teachers have expertise in the subject they are teaching influences students’ learning gains in that subject.³¹ However, national data show significant numbers of students being taught by teachers without a major, minor, or other certification in their subject. The percentages vary based on subject matter (higher in mathematics, science, and bilingual education), age of student (higher in middle school compared with high school), and income (higher in schools with more low-income students).³²

Federal data regarding out of field teaching in Washington can be difficult to interpret. A federal survey reported that only 56 percent of secondary mathematics teachers in Washington had a major or minor in that field.³³ The SBE standards for certification do require a teacher to be endorsed in their subject matter, but the endorsement requirements may not be the equivalent of a minor or major. Therefore, a teacher could be considered “out-of-field” by a national measure, but not by Washington’s or other states’ certification standards.

3) Attract Mid-Career Professionals Into Teaching

Mid-career professionals offer a potential source for staffing shortage fields by capitalizing on professional content knowledge and experience in areas such as engineering, technology, and the military. The financial burden and time requirements associated with traditional routes to certification can be disincentives for professionals considering a career switch because they require enrollment in a full-time course of study for a year or more, resulting in a loss of income combined with tuition obligations. Traditional preparation programs also typically do not take past professional experience into consideration, requiring all students to complete the same courses.

³¹ NCES, *Qualifications of the Public School Teacher Workforce: Prevalence of Out of Field Teaching* (Washington, D.C.: National Center for Education Statistics, May 2002), 2.

³² NCES, “Qualifications,” 9-13, and Richard Ingerson, “The Problem of Underqualified Teachers in American Secondary Schools” *Educational Researcher* 28, no 2 (March 1999): 30.

³³ NCES, *1993–94 Schools and Staffing Survey: Selected State Results* (Washington, D.C.: National Center for Education Statistics, November 1996), 105.

4) Promote Greater Diversity in the Teaching Force

Nationwide, 30 percent of K–12 students are ethnic minorities, while minority teachers comprise only 12 percent of all teachers.³⁴ It is expected that by 2020, minority student enrollment in public schools will increase to 40 percent, further widening this gap.³⁵ In Washington, 25 percent of all students are minorities compared with 7 percent of certified teachers.³⁶ Most alternative certification programs attract a higher proportion of minorities and males than regular programs.³⁷

What Are Washington’s Alternative Routes to Certification?

2001 State Partnership Programs

In the last ten years, several proposals and pilot projects have been established in Washington in an attempt to offer alternative routes to teacher certification, but with little success.³⁸ Several reasons contributed to this outcome, including a lack of teacher shortages at the time, reluctance on the part of districts to hire non-certified teachers, and limited funding for the program.³⁹

PESB Recommendations. In 2000, one of the first assignments of the newly created Washington Professional Educator Standards Board (PESB) was to provide

*... recommendations for at least two high quality alternative routes to teacher certification. In its deliberations, the board shall consider at least one route that permits persons with substantial subject matter expertise to achieve residency certification through an on-the-job training program provided by a school district...*⁴⁰

³⁴ Jeff Archer, “Competition Is Fierce for Minority Teachers,” *Education Week on the Web* 19, no. 18 (April 12, 2002): 32-33, <<http://www.edweek.org/sreports/qc00/templates/article.cfm?slug=minority.htm&keywords=%22Competition%20is%20Fierce%22>>, November 20, 2002.

³⁵ Carol Newman and Kay Thomas “Alternative Teacher Certification,” *Perspective* 5 (September 1999): 1, <http://www.aesa.org/Pubs/99perspect/altern_teacher_certif.html>, November 20, 2002.

³⁶ OSPI, “Educator Supply and Demand.”

³⁷ Lynn Olsen, “Taking a Different Road to Teaching,” *Education Week on the Web*, 19, no. 18, (April 12, 2002): 35, <<http://www.edweek.org/sreports/qc00/templates/article.cfm?slug=different.htm>>, November 20, 2002.

³⁸ See Appendix H for a brief summary of these programs.

³⁹ Sue Anderson and Edie Harding, *Alternative Routes to Teacher Certification* (Olympia, WA: Washington State Institute for Public Policy, October 1999), 10.

⁴⁰ Section 103, Chapter 39, Laws of 2000.

The PESB based its recommendations on the following principles, which it believes represents attributes of a high-quality alternative program:⁴¹

- Ensure all interns meet the high standards required by the state.
- Focus on increasing qualified interns in shortage and high-need areas and increasing racial/ethnic diversity.
- Provide the most flexible, expedient, least costly route possible without compromising quality.
- Include a rigorous screening process to ensure interns' suitability.
- Ensure high quality mentorship is a significant component.
- Maximize field experience and be performance, not seat-time, based.
- Recognize relevant professional experience to eliminate unnecessary coursework.
- Reflect strong collaboration among multiple institutions.
- Provide a statewide, consistent, geographically accessible approach to recruitment.

2001 Legislation. In 2001, the Legislature adopted the PESB's recommendations and created state partnership programs for school districts and state-approved teacher preparation programs to offer three alternative routes to certification, each targeting a different type of prospective teacher.⁴² Exhibit 6 summarizes the three routes.

Exhibit 6
Washington's Alternative Routes to Certification

Route	Target Interns	Intern Qualifications	Other Criteria*
I	Classified instructional staff currently employed by a district	Transferable associate degree 3 years' successful employment with a district	Seeking endorsement in: <ul style="list-style-type: none"> • Special education • Bilingual education • ESL
II	Classified staff currently employed by a district	Bachelor's degree 3 years' successful employment with a district	Seeking endorsement in subject matter shortage or geographic shortage area
III	Individuals not employed by a district or who hold emergency substitute certificates	Bachelor's degree 5 years' experience in the workforce Demonstrated successful experience with students or children	Seeking endorsement in subject matter shortage or geographic shortage area Non-shortage areas are allowed for secondary school endorsements

* Interns must also pass the state basic skills test and content area tests for their endorsement area when these tests become available.

⁴¹ PESB, *Recommendations for High Quality Alternative Routes to Teacher Certification* (Olympia, WA: Public Educator Standards Board, December 2000), 8-11.

⁴² E2SSB 5695; Chapter 158, Laws of 2001.

As outlined in the legislation authorizing alternative routes to teacher certification, partnership programs are to have the following characteristics.⁴³

- **Mentored Internship.** Interns must receive intensive classroom mentoring until they demonstrate competency to manage the classroom with less intensive supervision. The internship lasts a minimum of half a school year with additional support provided up to a full year. The decision to reduce supervision is made by the mentor teacher for Route III interns and by both the mentor and higher education advisor for Routes I and II.
- **Trained Mentor.** Programs must assure that mentor teachers are trained either through the OSPI mentor training academy or local training with equivalent standards.
- **Performance-Based.** Programs must rely on a teacher development plan that compares each intern's prior experience and education with the state standards for residency certification and adjusts any requirements accordingly. The plan should identify performance indicators and benchmarks for how interns will meet the state standards. Plans should also include criteria for interns to exit the program halfway through the school year once they provide evidence of proficiency on the standards.
- **Training and Coursework.** Training and coursework for Route I interns should enable them to complete both a bachelor's degree and residency certification in two years or less. Interns for Routes II and III should complete an intensive summer teaching academy and then have their internship year complemented by flexibly scheduled training offered on-site or via distance learning through a collaboration between the school district and the partnering college or university.

The Legislature also appropriated \$2 million for the 2001–03 biennium for grants to the partnership programs.

- **Stipends.** During the mentored internship, interns receive a stipend equivalent to 80 percent of a first year teacher's salary: \$22,654 for the 2002–03 school year. The remaining 20 percent provides a stipend for mentor teachers: \$5,664.
- **Conditional Scholarship.** Current classified staff (Routes I and II) receive tuition assistance through conditional scholarships. Interns may receive loan forgiveness of up to \$4,000 a year for every two years they teach in a K–12 public school.
- **Planning and Administration.** No funds were allocated for planning or administrative support.

⁴³ E2SSB 5695, Section 3; Chapter 158, Laws of 2001.

Federal Transitions to Teaching Grant

In 2001, the U.S. Department of Education awarded \$31 million in Transitions to Teaching grants to 25 states to recruit mid-career changers and recent college graduates into the teaching profession. Washington received the fourth largest grant at \$1.2 million.⁴⁴ With these funds, OSPI and the PESB created a second grant opportunity modeled closely after the state's partnership grant program. The two programs differ only in the following respects:

- The federal grant is targeted only to interns eligible for Route III (mid-career changer).
- Transition to Teaching interns receive a stipend of \$5,000 during their internship year and an additional \$3,000 during their first year teaching after certification.
- Mentor teachers receive a stipend of \$500 during the internship year, and individuals who mentor the interns as first year teachers also receive a \$500 stipend.

⁴⁴ U.S. Department of Education, "Secretary Paige Announces \$31 Million in Grants to Recruit and Train New Teachers" (Washington, D.C.: United States Department of Education, October 2, 2001), <www.ed.gov/PressReleases/10-2001/10022001b.html>, November 20, 2002.

II. WHAT IS THE STATUS OF WASHINGTON'S ALTERNATIVE ROUTE PARTNERSHIPS?

This section introduces the six state and federally funded alternative route certification programs and describes how programs are being offered across partnerships and routes. Information was obtained from site interviews with program administrators, telephone interviews with a random sample of interns and mentors, and program documents.⁴⁵

What Do the Partnerships Look Like?

Three state Partnership Grant Programs were awarded funding in December 2001, and four federal Transitions to Teaching grants were awarded the following April. Six partnerships were selected to design and implement alternative route programs.⁴⁶ Route I programs began mid-February to early March 2002, while Route II and III programs typically began in July 2002. A total of 166 interns are currently enrolled in the program.

Exhibit 7

Program Summary: Number of Interns by Route and Recruitment Focus

	Partnership	Number of Interns ⁴⁷	Recruitment Focus
STATE GRANT	Southwest Washington Consortium <i>City University</i> <i>ESD 112</i> <i>8 local area school districts</i>	Route I: 13 Route II: 8 Route III: 4	Special Education
	Puget Sound Partnership <i>Seattle Pacific University</i> <i>Puget Sound ESD</i> <i>8 local area school districts</i>	Route II: 6 Route III: 11	Secondary Math and Science
	South Sound Partnership <i>Pacific Lutheran University</i> <i>Green River Community College</i> <i>13 local area school districts</i>	Route I: 11 Route II: 8 Route III: 10 Route III: 30 (Federal)	Route I: Special Education and ESL Routes II and III: shortage areas and locations
FEDERAL GRANT	Seattle Transitions to Teaching <i>University of Washington</i> <i>Seattle School District</i>	Route III: 20	Middle Level Math and Science
	Skagit Valley Network <i>Western Washington University</i> <i>4 local area school districts</i>	Route III: 16	Secondary Math and Science
	South Sound Transitions Consortium <i>St. Martin's College</i> <i>Pierce Community College</i> <i>2 local area school districts</i>	Route III: 29	Mixed; shortage areas and locations

⁴⁵ Documents include course syllabi, intern and mentor handbooks, and information from program websites.

⁴⁶ The South Sound Partnership received both a state and a federal grant.

⁴⁷ Including self and/or district-pay interns.

Partnership Structure. The alternative route legislation mandated that partnership grant program recipients consist solely of a school district (or consortia of school districts) partnered with a state-approved higher education teacher preparation program.⁴⁸ These programs have the option of including their local educational service district in the partnership. This same partnership model was also used for the federally funded programs.

For each program, a formal or informal board of program advisors was established, including representation from each of the partnering entities. This board was collectively responsible for program design and planning and, in some cases, intern/mentor screening and selection. The roles assigned to each partnering entity were generally structured the same across programs with duties distributed as shown in Exhibit 8.

**Exhibit 8
Partnership Roles**

Program Partner	Role in Partnership
College or University	<ul style="list-style-type: none"> • Conduct initial transcript review—usually first step in applicant screening process • Develop standards rubric and define extent that program will be performance-based • Design curriculum and instructional model • Supply faculty for classroom instruction • Offer field-based assessment and support • May offer mentor training
Educational Service District (included in two of the partnerships)	<ul style="list-style-type: none"> • Act as a liaison between the college/university and participating school districts. • Provide centralized program management
School Districts	<ul style="list-style-type: none"> • Identify teacher shortage areas • Interview and hire interns based on shortages • Pair interns with mentors in similar content area • Designate one district in the partnership as the fiscal agent for state stipends

Intern Selection. Programs reported a high level of interest in alternative routes to teacher certification, receiving a total of 568 applications among the six programs. Approximately 4.5 applications were submitted for every intern selected. Exhibit 9 indicates the numbers of applicants compared with the current number of interns for each program.

⁴⁸ E2SSB 5695, Section 2; Chapter 158, Laws of 2001.

Exhibit 9
Number of Applicants by Program

Program	Number of Applicants	Current Number of Interns
Southwest Washington Consortium	108	25
Puget Sound Partnership	160	17
South Sound Partnership	126	59
Seattle Transitions to Teaching	70	20
Skagit Valley Network	54	16
South Sound Transitions Consortium	50	29
Total	568	166

In response to a surplus of qualified applicants, three of the partnerships developed a self-pay or district-pay option allowing greater participation in the programs. Self- or district-pay interns are treated the same as other interns except they do not receive a stipend and, in most cases, are responsible for finding their own placement schools and mentors. Self-pay interns independently pay for all program costs, while district-pay interns receive some level of support from their sponsoring district. Mentors are compensated at regular cooperating teacher rates through either the district or the partnering university.

Self- or district-pay interns essentially act as alternates for paid positions to fill vacancies left through intern attrition during the year. There were initially 28 self- or district-pay interns; however, federal stipends became available for 17 of these interns by the end of the summer. At present, 11 interns participate as self- or district-pay interns.

As was expected, programs focused recruitment efforts on shortage fields, with particular focus placed on math, science, and special education. Two programs expected entering interns to have considerable experience working with youth. For all but one program, Route II and III interns were expected to be endorsed in their chosen teaching field prior to acceptance or be within a few courses of completing endorsement requirements.

How Are Programs Being Offered?

According to state statute, high-quality alternative route programs provide prospective teachers with adequate coursework, while ensuring flexible and expedient preparation.⁴⁹ OSPI and PESB have encouraged each partnership to create more performance-based programs using formalized learning opportunities rather than courses, credits, or “seat time.” In general, alternative route programs were adapted in two ways: (1) they tend to be more performance-based, and (2) learning opportunities have been adapted to accommodate a year-long, intensive internship.

⁴⁹ E2SSB 5695, Section 1; Chapter 158, Laws of 2001.

Performance-based

Washington's Administrative Code outlines standards for the knowledge and skills a prospective teacher must successfully demonstrate before receiving residency certification.⁵⁰ 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. Programs vary in the extent to which they have adapted learning to be more performance-based. Programs that are performance-based typically use one or more of the following strategies:

- **Previous experience and/or knowledge is recognized.** Programs may allow interns to use past professional and educational experience as evidence of competency. All the programs 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 satisfying certain teaching standards or prerequisite coursework.

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. All but one program uses a teacher development plan to guide intern progress.

Five of the six programs recognize past experience as evidence of competency and adapt coursework/evidence requirements accordingly. This waiver for past experience has primarily been used for prerequisite coursework, but several interns were able to challenge coursework required during the program year as well.

- **Expectations are set as outcomes not inputs.** Competency is based on evidence of proficiency rather than hours of instruction. Five of the programs created a standards framework identifying state teaching standards, learner outcomes, and possible field-based performance indicators. These performance indicators or evidences are used by programs in addition to, or in place of, traditional courses.

Two programs created a series of detailed performance tasks or field-based assignments coinciding with each standard. Two programs were broader in their definition of performance indicators, providing examples of evidence that interns may choose to collect under faculty supervision to meet state standards. Common examples include case studies, lesson plans, videotaped instruction, reflections, and presentations.

⁵⁰ See Appendix G for an outline of these standards.

- **Interns work at their own pace.** Programs allow interns to complete program requirements at a pace accommodating each individual's rate of development. For each program, the level of faculty supervision and mentor support is determined by intern competency. Four programs allow interns to exit the program early once half the internship year has passed and all performance standards have been met. The remaining two programs require substantial coursework throughout the year, making interns dependent on the university instruction schedule and prohibiting early completion of program requirements.
- **Assessment is based on demonstration of knowledge and skills.** Programs use standards' frameworks, portfolios, and pedagogy assessment to evaluate intern proficiency. All programs require interns to construct a portfolio as a field-based application of university or college instruction.

In four programs, some or most of the state standards for teaching are met solely through portfolio evidence of learning. Final portfolios will be reviewed by program faculty and administrators prior to program completion to ensure that all competencies are satisfactorily met.

Five programs will also be using the state's new pedagogy test as further evidence of demonstrated competency. The pedagogy test is intended to act as a common observation tool across institutions, allowing assessment of an intern's teaching skills based on state performance standards. It is currently being field tested in several teacher preparation programs across the state, including five of the colleges and universities sponsoring alternative route programs.

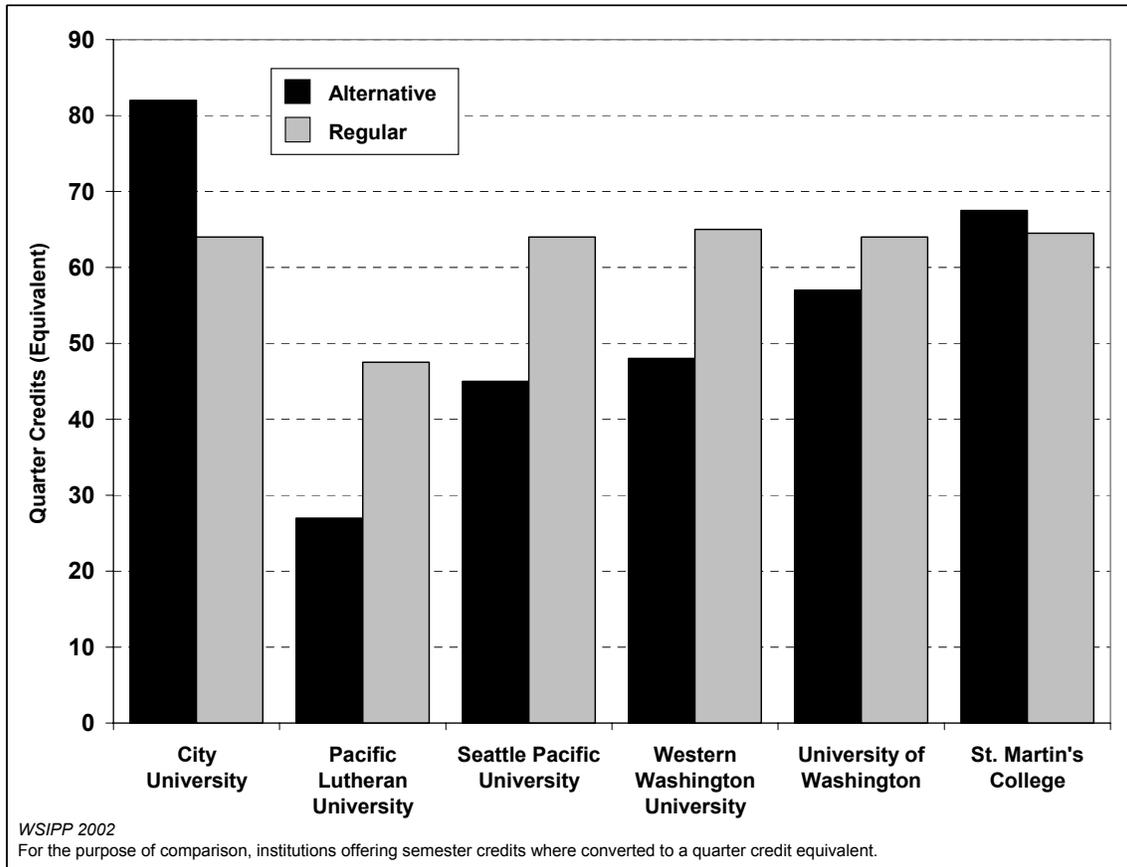
Coursework/Formalized Learning Opportunities

Credit Equivalency. Traditionally, credits are assigned by a college or university based on the hours of instruction or "seat time" associated with a specific course. The performance-based preparation model adopted by most pilot programs challenges this traditional credit designation, encouraging program administrators to think in terms of competencies and evidence of learning rather than instruction time.

Credit equivalency has been difficult to define for many alternative route programs. Most programs have organized statewide teaching competencies into learning blocks or modules from which credits can be earned in two ways: (1) through classroom instruction, or (2) independently in the field. Because this format is different than the traditional "seat time" model, programs had to develop strategies for assigning credit and reflecting field or performance-based learning on university or college transcripts.

The course content of some alternative route programs resembles regular programs: credits are assigned in the same way using the same course titles. For more performance-based programs, competencies are matched with content from regular program courses so that when all competencies for a particular course are met, the intern receives equivalent credit and transcript documentation reflecting preparation in that subject or topic. Only Pacific Lutheran University chose not to assign credit for competencies gained in the field; therefore, these interns will receive only a limited number of instructional credits.

Exhibit 10
**Estimated Credits Earned Through Routes II and III:
 Alternative Route Programs Compared With Regular Programs**



For four alternative route programs, interns earn fewer credits than regular programs at the same college or university. Only City University requires significantly more credits on average than the regular program, primarily due to their special education focus. In the other programs, it is expected that interns meet most or all endorsement requirements prior to acceptance into the program. Interns at City University are expected to complete special education endorsement requirements while in the program. Additionally, to receive financial aid, many of these interns have to enroll as degree students (second BA), requiring that they complete 90 credits prior to program completion.

Route I Coursework/Formalized Learning Opportunities. Route I interns are expected to complete the credit equivalent of 90 to 136 quarter credits prior to program completion. Interns follow a course of study closely aligned with a regular teacher preparation program to satisfy basic university requirements for a bachelor’s degree, as well as to complete coursework for an endorsement in special education, English as a second language, or bilingual education. These programs are similar in length, credit requirements, and content to regular teacher preparation programs offered at Pacific Lutheran University (PLU) and City University, but interns tend to spend more time in the field.

The two Route I programs began in late February and early March 2002, holding classes one evening a week and some Saturdays. PLU continued this schedule through the summer and internship year, while City University began full time instruction five days a week for six weeks during the summer and structured learning during the school year around independent field tasks. These programs are designed to take approximately 16 to 18 months to complete.

Route II and III Coursework/Formalized Learning Opportunities. In terms of teacher preparation, Route II interns typically engage in the same experience as Route III interns. Interns will earn the equivalent of 27 to 68 quarter credits depending on their program. This compares with an average of 65 quarter credits for MIT programs and 57 quarter credits for post-baccalaureate certification programs offered at the same institutions.

All programs provide summer training to interns ranging from three to eight weeks. Programs typically run for eight hours, five days a week, with the total credit load ranging from the equivalent of nine to 26 quarter credits. In general, this time was used to introduce interns to foundational topics in teaching, including some pedagogy and endorsement-specific methods. The training is primarily conducted through traditional classroom instruction provided by faculty from the higher education partner. Classes were held at the college or university with the exception of two programs which utilized district facilities.

Formal classroom instruction takes place in a variety of ways during the school year. Four programs limit courses to some Saturdays and/or one evening a week. The other two programs use an instruction model where the interns attend classes during some school days. The amount of time spent in pull-out instruction varies by program. Programs generally design learning opportunities in one of three ways:

- Learning opportunities are primarily provided through regular university courses, but the instruction schedule is modified to accommodate a nine-month internship. Effort is made to provide more field-based applications than are present in the regular program; however, interns still spend a significant amount of time engaged in coursework.
- Learning opportunities are split between courses and field tasks specifically designed to meet state performance standards. Performance tasks are field-based assignments designed to demonstrate proficiency for specific performance standards. These tasks are collected as evidence of learning and contribute to each intern's final portfolio.
- Learning opportunities are designed to be almost entirely field-based with interns demonstrating proficiency for all or most performance standards through a collection of portfolio evidence. These programs require a limited amount of coursework, usually in the summer, and provide weekly support seminars throughout the remainder of the internship year.

Mentored Internship

Alternative route interns are expected to complete a mentored internship lasting from one-half to a full school year. Interns follow a continuum of teacher development, decreasing the intensity of mentoring until the intern is able to assume full teaching responsibility for a sustained period of time.

Four programs have structured learning opportunities throughout the school year to allow interns to be at their school full-time for the duration of their internship. In the other two programs, interns spend the majority of their time at their school but attend regular classes for all or part of the internship year. These classes range from 2.5 hours to 2.5 days a week during school hours, depending on the program.

Five programs place each intern exclusively with one mentor with the exception of 12 interns paired with two mentors to accommodate multiple endorsements or grade levels. One program uses a departmental mentoring model where three to five interns are placed at the same school and receive mentoring from five to ten department teachers.

Cost to Interns

Tuition for all but one program is a set program cost (i.e., each intern within a program pays the same tuition regardless of his or her ability to waive courses or exit the program early). Western Washington University (WWU) adjusts the cost of tuition to accommodate an intern leaving the program early.

Exhibit 11 shows the cost of tuition for each alternative route program compared with the average cost of an equivalent teacher preparation program (either a post-baccalaureate certification or an MIT program) at the sponsoring college or university.

Exhibit 11
Alternative Route Tuition Compared With Regular Program Tuition

Partnership	Route	Alternative Tuition*	Regular Tuition**
City University	I	\$7,200–\$9,000	\$17,910
	II	\$7,200–\$9,000	\$21,888
	III	\$7,200–\$9,000	\$21,888
Pacific Lutheran University	I	\$34,500–\$35,000	\$40,000–\$42,000
	II	\$8,500	\$17,728–\$26,592
	III	\$8,500	\$17,728–\$26,592
Seattle Pacific University	II	\$13,725	\$20,800
	III	\$13,725	\$20,800
Western Washington University	III	\$6,000–\$8,000	\$4,932
University of Washington	III	\$15,750–\$16,100	\$5,817
St. Martin’s College	III	\$7,560	\$7,310

* Tuition may or may not include student fees and books.

** Regular tuition estimates do not include student fees or books.

Route I Tuition. The two Route I programs are very different in terms of cost. PLU's program is structured similar to its regular undergraduate teacher preparation program with slightly fewer required courses; therefore, tuition is similar to the regular program.

City University's program is structured so that half the credits are earned through regular courses at a subsidized tuition rate, and the rest are earned through performance tasks at no cost beyond a small portfolio review fee. The Route I interns at City University pay less than half the tuition charged for the regular program.

Routes II and III Tuition. Since program requirements are typically the same for Routes II and III interns, tuition costs are identical for the two routes. In general, tuition for one public institution (WWU) and the four private institutions ranges from \$8,000 to \$9,000. Seattle Pacific University (SPU) costs nearly \$14,000 while the University of Washington (UW) charges approximately \$16,000. Two programs allow interns to continue instruction for an additional summer to earn an MIT, adding to their total cost of tuition.

On average, alternative route programs sponsored by private universities and colleges tend to cost only 43 percent of an equivalent teacher preparation program at the same institution. Alternative route interns at the two public universities pay approximately 41 to 174 percent more in tuition depending on the program. This difference can in part be explained by the higher average cost of tuition for a regular private program than a regular public program, \$22,400 compared with \$5,400.

Tuition Assistance. All Route I and II interns funded by the state are eligible to receive a \$4,000 alternative route Conditional Scholarship from the state as long as they continue to teach for two years in Washington State upon completion of residency certification. Each program is eligible for federal financial aid with the exception of WWU and some City University interns. WWU interns are enrolled through the university as non-matriculated students and, therefore, are ineligible for federal assistance, as are City University's Route II and III interns who choose not to enroll in a degree program (second BA).

Mentor Selection and Training

Mentor Selection. Mentor selection is primarily the responsibility of each district's human resource department prior to or following intern selection. Some mentors have the benefit of participating in the intern selection process while others are recruited as a direct result of the content area pursued by interns. Mentor selection typically takes place in one of three ways:

- Teachers are asked to apply using a formal application process;
- Teachers are identified and approached by the district; and
- Teachers are selected from an existing pool of district trained mentors.

Two federal programs reported having difficulty recruiting qualified mentors. One reason cited was the short time between award notification and the end of the school year.

Training. The alternative route law calls for strong mentoring, requiring that all mentors attend either OSPI mentor training or a district/partnership sponsored training.⁵¹ However, due to the late time frame of mentor recruitment, many mentors were unable to commit to the OSPI training or trainings offered by the partnerships. Regardless, programs offered one or more of the following training options:

- **OSPI Mentor Academy:** OSPI strongly encouraged all alternative route mentors to attend one of several four-day trainings offered throughout the summer. The majority of the OSPI training (cognitive coaching, classroom management, and assessment tools) was appropriate for both mentors of pre-service interns and beginning teachers. For most of the four-day academy, alternative route mentors attended the same training as first year teacher mentors with the exception of one session in which they were separated to review state standards for residency certification. In total, 34 alternative route mentors attended the OSPI-sponsored trainings.
- **Partnership Training:** Many of the partnerships offered their own mentor training. Some of these trainings were adapted from the OSPI academy, others created their own curriculum. All of the partnerships offering mentor training scheduled one or more orientation days during the summer, and most will continue to offer training throughout the year.
- **District Training:** Many districts had established mentor training opportunities to support first year teachers prior to receiving the grant. For these districts, alternative route mentors were either invited or required to attend training. Several districts had an existing pool of mentors who had already received significant training prior to program participation.

In general, most training provided for alternative route mentors closely resembles regular first-year teacher mentor training. The primary difference is the focus on residency certification standards and an introduction to alternative route programs. Alternative route mentors are expected to differ from regular cooperating teachers in the following ways:

- **Diversity of Interns:** Alternative route mentors are paired with interns who are more likely to possess a variety of educational knowledge, professional experience, and content expertise.
- **Field-Based Learning:** Alternative route interns conduct a significant amount of their learning while in the classroom; therefore, mentors must take a more active role in the intern's basic teacher preparation.
- **Intern Assessment:** Alternative route mentors are more active in intern assessment, conducting an initial assessment of intern competency, as well as evaluating progress throughout the internship.

⁵¹ E2SSB 5695, Section 3(d); Chapter 158, Laws of 2001.

- **Length of Internship:** Alternative route mentors work with interns for a longer period of time. The mentored internship is expected to last between a half to a full school year (18 to 36 weeks) as opposed to the standard 10 to 16 week regular teacher preparation programs.

Compensation. Two state programs chose to allocate the full allowable \$5,664 stipend to mentors, while one program reduced the stipend by \$1,000 to support mentor development. All federal mentors will receive a \$500 stipend with the exception of WWU's program which is providing an additional \$3,000 stipend supported by student tuition.

III. WHO ARE WASHINGTON'S ALTERNATIVE ROUTE INTERNS?

This section describes the characteristics and backgrounds of Washington's current candidates for teacher certification through alternative routes. This information comes from a survey conducted by the Institute during the summer of 2002.⁵² The survey also collected information about interns' interest in teaching and motivation to enroll in an alternative, rather than traditional, program.

What Are the Characteristics of Interns?

The intern population responding to the summer questionnaire possesses the following demographic characteristics:

- Overall, **slightly fewer than one-third (31 percent) are male**. However, 40 percent of Route III interns are male and none of the Route I interns are male. The total distribution of interns is consistent with the proportion of males employed as classroom teachers in Washington State during the 2001–02 school year (29 percent).⁵³
- Among all interns, **13 percent reported an ethnicity other than Caucasian**, with almost no difference among routes.⁵⁴ This is only slightly higher than regularly prepared teachers, where OSPI reports 11 percent of individuals earning beginning teacher certificates in Washington in 1999–2000 were from an ethnic minority.⁵⁵
- **The median age of all interns is 41**. As expected, alternative route programs attract older interns who have work experience either within the public schools or in an outside field. The widest range of ages is found among Route III interns (both youngest and oldest); more than two-thirds of Route I interns are between 40 and 50 years old. Across routes, interns' ages range from 22 to 62.

⁵² The information in this section is based on 140 surveys, with a return rate of 84 percent from 166 interns. Surveys were returned by 19 Route I interns (79 percent), 21 Route II interns (95 percent), and 100 Route III interns (83 percent).

⁵³ OSPI, *Data Administration for School Year 2001-02*.

⁵⁴ Of those reporting a non-Caucasian ethnicity, 7 percent are Black, 3 percent Asian, 2 percent Hispanic, and 1 percent Other. WSIPP Summer Intern Questionnaire, 2002.

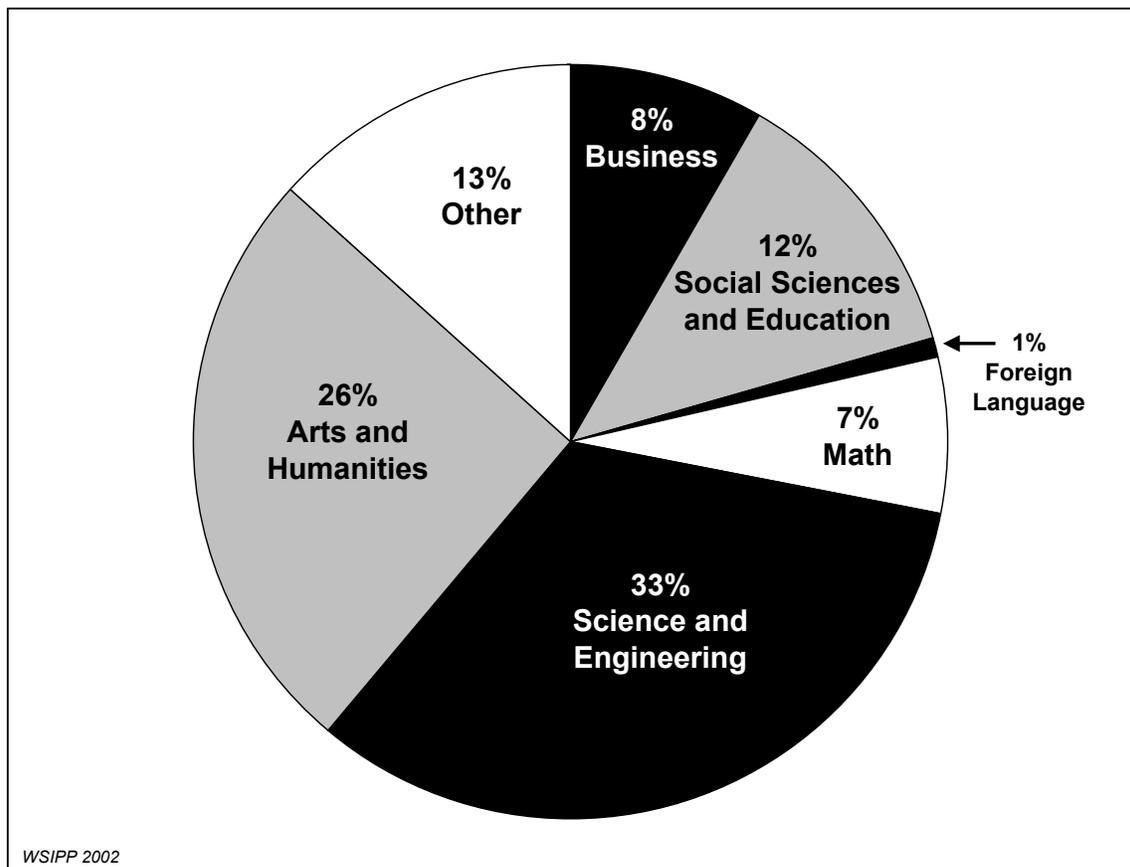
⁵⁵ OSPI, *Annual Report 2000-2001*, 34.

What Background and Experience Do Interns Have?

Education

One-third of Route II and III interns reported having a bachelor's degree in science or engineering, with another 7 percent in math and 8 percent in business (see Exhibit 12). This distribution probably reflects the fact that several of the alternative route programs were designed specifically to recruit interns with a science background.

Exhibit 12
What Did Route II and III Interns Major in?



Among Route II and III interns, one-third reported having an advanced degree (including four individuals with a Ph.D. and two attorneys).⁵⁶ Nearly half the advanced degrees (46 percent) are in science and engineering, with another 6 percent in math and 14 percent in business.

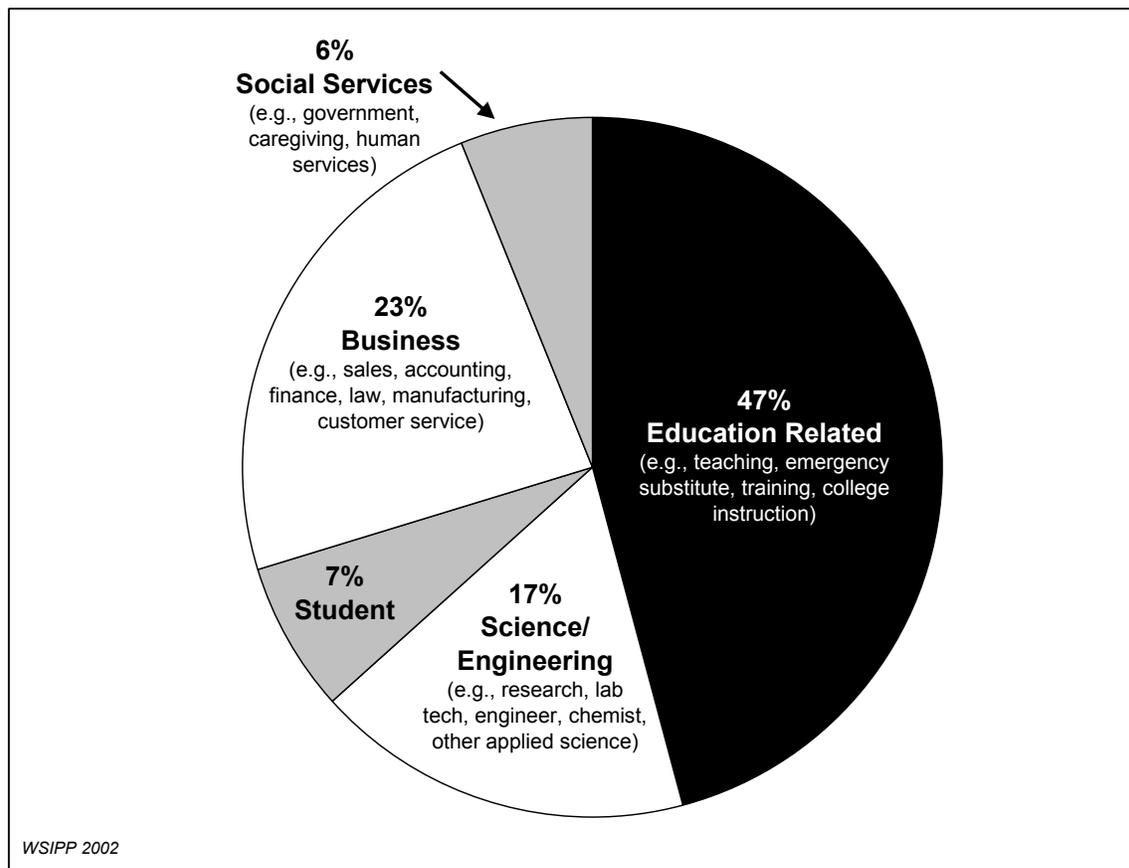
⁵⁶ A recent study of 40,000 alternative route teachers in California found only 12 percent with master's or doctoral degrees. Camille E. Esch and Patrick M. Shields, "Who Is Teaching California's Children?" (Santa Cruz, CA: Center for the Future of Teaching and Learning) <www.cftl.org/documents/WhoisTeachingCACchildren.pdf>, November 20, 2002.

Work History

Routes I and II. By definition, interns in Routes I and II are current school district employees. Nearly two-thirds (62 percent) report working as classroom instructional assistants, most in special education. Another 30 percent are assistants for early childhood education or Title I remedial programs. Eight percent are employed as office assistants. On average, Route I and II interns have been employed by public schools for just over seven years, with more than half (55 percent) having seven or more years of experience.⁵⁷

Route III. Although Route III was intended to draw mid-career changers into the teaching profession, nearly half of the interns in this group report a substantial prior association with education and teaching (see Exhibit 13).

Exhibit 13
What Have Been the Primary Occupations of Route III Interns Over the Last Five Years?



⁵⁷ Five interns (12 percent) reported less than three years of experience in public schools, even though the alternative route statute requires at least three years for interns to qualify for the state-funded program. This discrepancy may be the result of confusion on the part of interns regarding which Route they are actually participating in.

Furthermore, 43 percent of Route III interns reported they were teaching or working in public schools immediately prior to entering the alternative route program (during the fall of 2001). This includes working as emergency substitute teachers and as paraprofessionals. Another 13 percent were working in the education field, but outside public schools (see Exhibit 14).

Exhibit 14
What Were Route III Interns Doing Before Enrolling in an Alternative Route Program?

Primary Work Arena During Fall 2001	Percent of Route III Respondents
Teaching/Working in Public Schools	43%
Outside Education Field	28%
Education Other Than Public Schools	13%
Unemployed	6%
Other (e.g. Military, Retired, AmeriCorps)	6%
Student or Caring for Family	4%

Nearly 38 percent of the Route III interns who reported an association with a public school currently have an emergency substitute certificate and most were working as emergency substitutes at the time they applied. Close to one-fourth of Route II interns also reported having an emergency substitute certificate (but they tended to be working as paraprofessionals rather than as emergency substitutes).

Other Experience

Education and work are not the only avenues for prospective teachers to gain valuable experience. Surveyed individuals also reported experiences in mentoring and leading groups of young people, as well as exposure to various educational environments, such as preschool, college, or employee training (see Exhibit 15).

Exhibit 15
Alternative Route Interns' Experience With Instruction and/or Leading Groups of Children

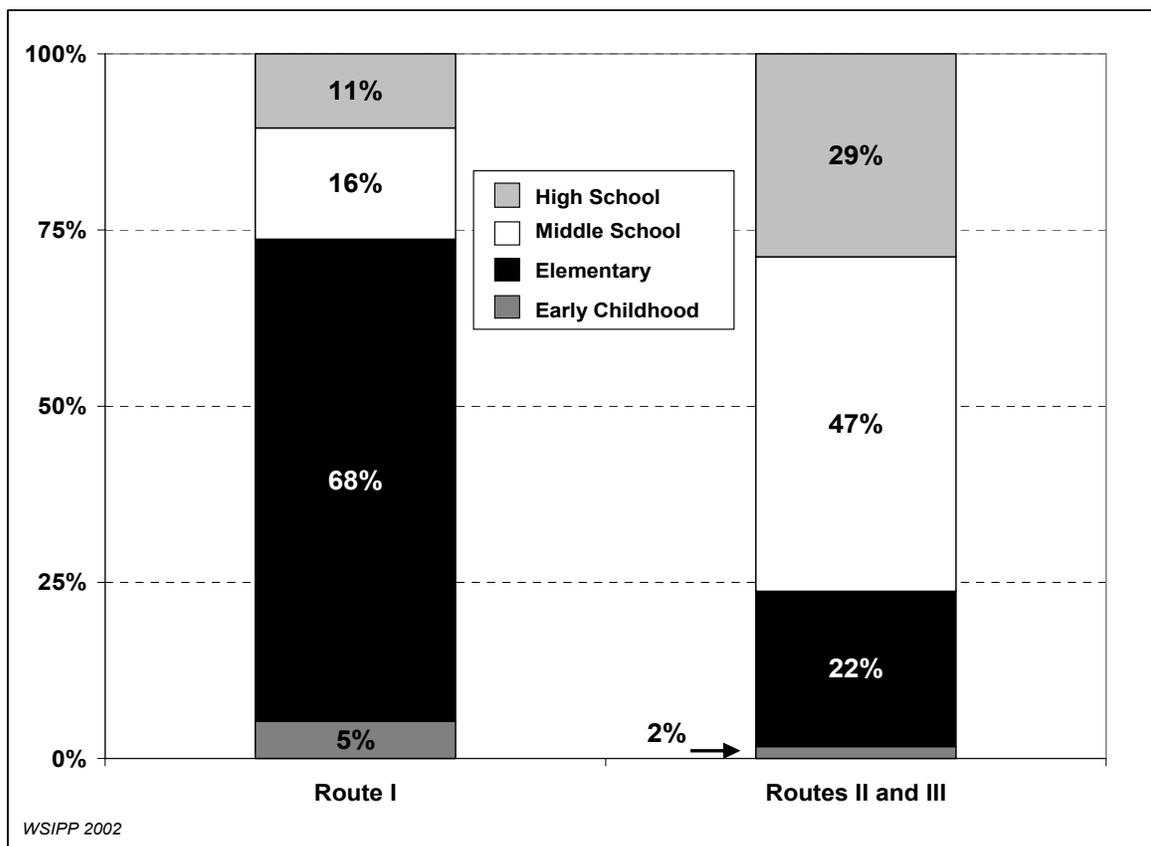
Type of Activity	Percent With Experience	Average Years of Experience
Youth Group Leader	47%	7 years
Tutor	44%	4 years
Youth Sports Coach	28%	5 years
Preschool or Daycare Teacher	24%	5 years
Substitute Teacher	23%	2 years
College Instructor	21%	6 years
Employee or Business Trainer	21%	6 years
K-12 Teacher	9%	2 years

What Will Interns Be Teaching?

Grade Level

As Exhibit 16 shows, most Route I interns will be teaching younger students, and most Route II and III interns will be teaching secondary students. The higher proportion of interns scheduled to spend their internship teaching in middle school is affected by one program's focus on middle school. However, research in other states has also found that middle school students are more likely than other grade levels to have teachers who are teaching outside their field or not regularly certified.⁵⁸

Exhibit 16
What Grade Levels Do Interns Intend to Teach?



⁵⁸ Richard Ingerson, "The Problem of Underqualified Teachers in American Secondary Schools," *Educational Researcher* 28, no 2. (March 1999): 30.

Endorsements

Each teacher in Washington must be endorsed in at least one subject area to receive a residency certificate. Some preparation programs offering an alternative route require two endorsements for their teacher interns. Alternative route interns reported expected endorsements in 27 different areas. Exhibit 17 reflects the focus of several programs on math, science, and special education endorsements.

Exhibit 17
What Subjects Will Alternative Route Interns Be Endorsed to Teach?

Endorsement Area	Percent of Interns	Endorsement Area	Percent of Interns
Mathematics	27%	English/Language Arts	11%
Special Education	26%	English as a Second Language	10%
Science	18%	History	8%
Elementary Education	16%	Early Childhood Education	8%
Middle Level Math/Science	16%	Earth Science	7%
Biology	11%	Chemistry	7%
Social Studies	11%	Middle Level Humanities	7%

Figures add to more than 100 percent due to multiple endorsements

Differences in endorsement by route are based on statute directive and the needs of the participating school districts. All Route I and over half of Route II interns will be endorsed in special education. The vast majority of interns expected to receive endorsements in math and science are in Route III.

One objective of the alternative route programs is to help school districts fill teaching positions in shortage areas. More than 85 percent of the alternative route interns reported they will receive at least one endorsement in an OSPI-identified shortage area.⁵⁹ The remaining interns indicate they will not be endorsed to teach in a shortage subject area; however, at the time of the survey, some were uncertain or unaware of what they will be endorsed to teach. All except three interns reporting non-shortage endorsements are in a federally funded program.

Why Did Interns Choose an Alternative Route Program?

Over 90 percent of interns responding to the Institute's survey indicate they considered becoming a teacher for at least a year prior to applying for the program, with nearly 49 percent considering it for over five years. Eighty-one percent of the interns report actively considering participating in a regular teacher preparation program during this time. Seven percent report relocating to participate in an alternative route program.

⁵⁹ The most recent list of endorsements with either "considerable" or "some" shortage includes Special Education, Mathematics, Physics, Chemistry, Music (Instrumental and Choral), Japanese, English as a Second Language, Early Childhood Special Education, Biology, and Bilingual Education. OSPI, *Educator Supply and Demand in Washington State, 2002 Report* (Olympia, WA: Office of the Superintendent of Public Instruction, July 2002). When comparing intern endorsements with shortage areas, the Institute included any science field and any world language within the definition of shortage area.

Motivation for Teaching

To determine what aspects of the teaching profession are most important to alternative route interns, survey participants were asked to rank their reasons for teaching. Exhibit 18 presents the proportion of interns by route responding that a listed reason was very or moderately important.

Exhibit 18
How Important Were the Following Reasons for Interns to Want to Become a Teacher?

Reasons to Become a Teacher	Percent Responding Very or Moderately Important			
	Route I	Route II	Route III	All
Desire to do meaningful work	95%	100%	99%	96%
Desire to work with young people	95%	95%	97%	93%
Pursuit of intellectual challenge	95%	95%	92%	88%
Opportunity for personal growth and development	95%	100%	90%	86%
Have wanted to be a teacher for a long time	84%	67%	76%	72%
Want to change occupation	47%	62%	62%	60%
Desire to spend more time with family	63%	71%	61%	60%
Opportunity for career advancement	89%	57%	56%	53%
Desire for occupation transferable to other locations	53%	48%	49%	46%

Overall, interns were most likely to cite a desire to do meaningful work and the ability to work with young people as important reasons to become a teacher, followed closely by the pursuit for an intellectual challenge and the opportunity for personal growth.

As can be expected, Route I interns are more likely than other interns to rate “career advancement” and much less likely to cite “occupational change” as an important factor in their decision to become a teacher. They were also more likely to report wanting to be a teacher for a considerable amount of time. Otherwise, the responses across routes are fairly similar.

Barriers to Becoming a Teacher

Interns were asked to rank a series of possible barriers to becoming a teacher on a scale ranging from very important to not important at all. Exhibit 19 presents the proportion of interns by route responding that a barrier was very or moderately important.

Exhibit 19
What Prevented You From Becoming a Teacher Until Now?

Barriers to Becoming a Teacher Until Now	Percent Responding Very or Moderately Important			
	Route I	Route II	Route III	All
Could not afford to stop work completely	100%	86%	84%	83%
Other financial obligations	89%	86%	76%	75%
Regular teacher preparation programs did not fit my work schedule	89%	71%	66%	65%
Family obligations	78%	62%	63%	59%
Concern about salary levels for teachers	72%	33%	47%	44%
Inconvenient location of regular preparation program	39%	33%	32%	33%
Not ready to make change	22%	33%	31%	30%
Did not want to enroll in regular teacher preparation courses	28%	24%	30%	28%
Concern about public perception of teaching as a profession	11%	5%	15%	13%

Across routes, the inability to work and associated financial concerns were most often cited as barriers to pursuing a regular program. In general, the barriers associated with regular teacher preparation programs seem to be more of a concern for Route I interns than with the other two routes. This is particularly true for the salary level of teachers and family obligations.

Motivation for Choosing an Alternative Route Program

Interns most often reported program length as an important characteristic of alternative certification, even though most programs are comparable in length or only slightly shorter than an equivalent teacher preparation program. Nearly as important are the applied, field-based nature of the programs, the intensive mentoring, program flexibility, and paid internship. Overall, a majority of interns ranked each characteristic as being an important aspect of alternative route programs. Exhibit 20 presents the proportion of interns by route responding that a characteristic is very or moderately important.

Exhibit 20

What Characteristics of Alternative Route Programs Are Important?

Characteristics of Alternative Programs	Percent Responding Very or Moderately Important			
	Route I	Route II	Route III	All
Program length of 18 months or less	89%	90%	98%	93%
Courses and training focus on practical application of knowledge and skills	89%	90%	95%	91%
Focus on field-based training	89%	86%	93%	89%
Intensive mentoring	84%	95%	90%	87%
Courses and learning opportunities offered at convenient times	95%	90%	89%	87%
Paid internship	95%	95%	86%	86%
Immediate immersion into classroom	84%	86%	84%	81%
Partnership with higher education institution	74%	81%	83%	79%
Waiver or modification of program requirements based on experience	84%	81%	81%	79%
Financial aid through conditional scholarship	84%	86%	72%	73%
Open exit based on competency	74%	48%	75%	68%

Interns responding to the survey were also asked to identify the most appealing aspect of alternative route programs at the time they applied. Responses were collapsed into eight categories with response rates distributed as shown in Exhibit 21.

Exhibit 21

What Were the Most Appealing Aspects of an Alternative Route Program?

Appealing Aspects at the Time of Application	Percent of Interns Providing Response*
Condensed time frame	44%
Paid internship	31%
Financial assistance	17%
Competency-based; recognizes prior experience	14%
Field-based program, classroom immersion	7%
Mentoring	6%
Flexible scheduling	4%
Reputation or desire to attend particular college	3%

* The distribution of responses adds up to more than 100% because some interns listed more than one program aspect.

Again, interns most often reported the condensed time frame of the program and paid internships as the most appealing aspects of an alternative route program. The condensed time frame of the program tended to be more important for Route III interns, while the financial aid provided for the internship was more important for Route I and II interns.

Initial Concerns about Alternative Route Programs

Interns were asked to identify initial concerns about alternative route programs. Responses were collapsed into 11 categories with response rates distributed as shown in Exhibit 22.

Exhibit 22
**What Aspects of the Alternative Route Programs
 Caused Interns Some Concern or Hesitation?**

Areas of Concern	Percent of Interns Providing Response
High cost, lack of financial support, lack of salary	39%
Lack of information, poor communication	22%
Heavy workload, difficulty of balancing work, home, school	16%
Loss/lack of benefits	6%
Challenge of being a college student again	4%
Distance to class, inconvenient location of classes	4%
Difficulty with transferring credits already earned	4%
Length of program	3%
Concern whether preparation would be adequate	2%
Risk of quitting a job without a certain one in the future	2%
Program not adapting requirements to reflect experience	1%

Of most concern to interns was the high cost, lack of financial support, and/or lack of salary associated with most of the programs. Lack of information and poor communication, especially at the beginning of the program, were also major areas of concern for interns.

IV. WHAT ARE THE NEXT STEPS FOR THE INSTITUTE'S EVALUATION?

At the time of this report, programs, interns, and mentors were just beginning their internship year. Many programs were still in the process of making adjustments to learning opportunities and coursework structure and defining how interns will be evaluated.

Based on information the Institute collected during this short period of time, this interim report addresses the first of four research questions: **Who are alternative route interns?** It also provides preliminary descriptions of how Washington's alternative routes to teacher certification programs are structured, and how they compare to one another.

The Institute's final report, due in December 2004, will focus on the remaining three research questions:

How Do Alternative Route Programs Meet Legislative Objectives?

Five objectives were set for alternative route programs:

- Adequate coursework
- Strong mentoring
- Intensive, field-based experience
- Performance-based program
- Flexible and attractive to interns

The interim report provides preliminary information regarding how programs meet these objectives; the final report will further explore the extent to which programs meet these objectives. An end-of-program survey of all alternative route interns and their mentors will be conducted in the spring of 2003. Program coordinators will also be re-interviewed at the conclusion of the internship year.

How Do Alternative Route Programs and Interns Compare With Regular Programs and Interns?

The interim report provides information comparing alternative route and regular teacher preparation programs at those institutions participating in the grant programs. To compare interns, the Institute will rely primarily on two sources of information: (1) telephone interviews with a sample of principals of alternative route interns during their first year of teaching (fall 2003), and (2) in cooperation with OSPI, the Institute will use the results of a survey of first-year teachers and their principals (to be conducted in the spring 2004) to compare responses of regularly and alternatively-prepared teachers.

Are Alternative Route Programs, as Currently Designed and Implemented, a Feasible Way for Washington to Prepare Teachers?

The Institute will solicit the perspectives and observations of interns, mentors, school principals, and program coordinators in responding to this question using the research tools described above (end-of-program survey, interviews with program coordinators).

Although the Institute's final report evaluating Washington's alternative routes to teacher certification is not due until December 2004, a second interim report will be provided in December 2003 to provide a more timely description of the interns' internship year and completion of the alternative route programs. The final report will provide a cumulative summary of the first year of interns' full-time teaching.

APPENDIX A: SOUTH SOUND TRANSITIONS CONSORTIUM

Institution(s) of Higher Education/ESD	St. Martin's College and Pierce College
School Districts	Tacoma and Clover Park
Funding Source	Federal
Number of Interns	Federal Interns: Route III: 29
Recruitment Focus	Math, biology, chemistry, general science, middle level (math/science option), English as a second language, bilingual education, special education, instrumental music, foreign language, or in subject matter shortages due to geographic locations
Start Date	July 1, 2002
Tuition	\$7,560*

*Cost assumes intern does not need additional coursework to fulfill endorsement requirements.

Intern Selection: St. Martin's received 50 applications from which 29 interns were accepted based on an initial transcript review by St. Martin's and interviews conducted by school districts. Applicants for the Clover Park School District were required to pass the Urban Perceiver Test (UPT), designed to assess an applicant's sensitivity and attitude toward working with diverse populations.

Recruitment was targeted toward active duty and retired military personnel, current emergency substitutes, and mid-career professionals. Each applicant was expected to have coursework endorsing him or her to teach in a shortage area or be within one or two courses of meeting state endorsement requirements. St. Martin's requires that all interns earn a minimum of two endorsements, one primary plus one additional primary or supporting endorsement.

Coursework/Learning Opportunities: Instruction for the alternative route interns has been structured similarly to St. Martin's Fort Lewis teacher preparation program, offering the same number of credits and covering the same course content. Interns are required to enroll in nine semester credits for each of five consecutive terms for 45 total credits. Each term lasts eight weeks.

Upon entering the program, interns meet with the dean of St. Martin's education division to review transcripts and ensure all required pre-professional courses and endorsement requirements have been met. They are given three options for meeting these requirements:

- Equivalent coursework (verified through transcript review).
- Course waiver based on prior life experience and evidence of competency.⁶⁰
- Partial course waiver based on prior life experience and demonstrated skill plus a research paper specifically illustrating that portion of the necessary knowledge or skills they are missing.

During the summer, interns attend three full-day classes per week for six weeks covering middle school methods, content reading, and technology applications. Instruction during the first term of the school year is arranged in three afternoon (pull-out) learning modules. Interns attend seminars for 9.5 hours per week during September through October, reducing to 5.5 hours per week until December. For the remainder of the internship, interns will be at their school site full-time while attending one Saturday class per term (covering education law and issues of child abuse/neglect) and teacher seminars scheduled as needed in the afternoons. These seminars are intended to connect educational theory to field-based observations and assigned performance tasks.

Interns may provide evidence of competency to fully or partially waive program course requirements during the summer and internship year. Each course syllabi provides specific learner outcomes, expected products, and topics to be covered. It allows interns the opportunity to challenge all or part of each course. Courses have been set up in learning modules with specific topics being taught at certain times so that interns with partial waivers may be exempt from attending modules they do not need. All the interns were able to demonstrate evidence for a full or partial waiver of at least one course, although waivers were mainly used for satisfying pre-professional course requirements.

After interning for half the school year, interns have two options for exiting the program early:

- **Pre-Approved:** Interns with three years of documented teaching experience may request a reduced student teaching experience. This approval would result in a “planned early exit” from the program.
- **Early (Open) Exit:** Interns may exit the program if both the mentor and college supervisor agree the intern has met all standards including at least six weeks of independent teaching.

Interns may exit the program when they meet all standards on St. Martin’s assessment rubric and the statewide pedagogy assessment and have completed coursework or demonstrated competency for all learning modules. Additionally, each intern must submit a Classroom Learning Instructional Plan, Positive Impact Plan, Family Involvement Plan, Professional Growth Plan, and Personal Reflective Paper. Classes primarily meet at

⁶⁰ Interns can demonstrate evidence in a variety of ways including research papers, lesson plans, and PowerPoint presentations.

locations arranged by each school district. Some instruction, such as the technology course, takes place at St. Martin's to take advantage of better technology facilities.

Mentored Internship: Interns spend the majority of the school year in the classroom full-time (with the exception of pullout time outlined above). Each intern has been paired with one mentor for the course of their internship. Interns are expected to complete a full year internship unless approved for early exit from the program.

Mentor Selection and Training: Mentors are encouraged to attend the OSPI Mentor Academy, as well as engage in mentor training programs designed at the district level. Additionally, St. Martin's has developed the Community of Professional Mentors program used to identify, recruit, and train potential mentors. This program is designed to bring mentors from various professions together to explore new styles, strategies, and methods of mentoring. Training opportunities are also available at the district level.

Costs: Alternative route interns pay \$7,560 in tuition and are eligible for federal financial aid. Tuition is set as a program cost and will not vary based on credit waivers, nor will it cover any additional prerequisite or endorsement coursework that an intern may need. This cost is identical to St. Martin's Military Extension post-baccalaureate teacher certification program; however, it is considerably less than the cost of a Master's in Teaching at the main campus (\$33,550 to \$35,750). Alternative route interns and military extension students are charged \$170 per credit (\$160 per credit for alternative interns during the summer) compared with \$550 per credit paid by regular students on the main campus. All but two interns opted to apply their federal stipend directly toward tuition.

APPENDIX B: SOUTH SOUND PARTNERSHIP

Institution(s) of Higher Education/ESD	Pacific Lutheran University and Green River Community College		
School Districts	Auburn, Bethel, Bremerton, Clover Park, Dieringer, Franklin Pierce, North Kitsap, Puyallup, Renton, Stevenson-Carson, Sumner, and Tacoma		
Funding Source	State and Federal		
Number of Interns	State Interns: Route I: 9 Route II: 8 Route III: 10	Federal Interns: Route III: 30	Self-Pay Interns: Route III: 2
	Total Number of Interns: 59		
Recruitment Focus	Route I:	Elementary Special Education and English as a Second Language	
	Route II / III:	Mixed—all grade levels across multiple endorsement areas with priority given to shortage areas	
Start Dates	Route I:	March 1, 2002	
	Route II/III	July 5, 2002	
Tuition	Route I:	\$34,500 -35,000	
	Route II / III:	\$8,500*	

*Cost assumes intern does not need additional coursework to fulfill endorsement requirements.

Intern Selection: PLU received 126 applications from which 59 interns were accepted based on an initial transcript review conducted by PLU and personal interviews with both PLU and the district. Interns from all routes were expected to find sponsoring districts prior to applying; however, PLU offered to help Route III (state and federal) interns find placements upon acceptance. Two of the Route III interns were accepted as self-pay, meaning they do not receive a stipend and are responsible for finding a placement school and mentor willing to participate in the program. Nineteen of the current federal Route III interns were initially accepted as self-pay interns but transferred into the federal program as more funding became available from OSPI. From their program budget, PLU funded an additional \$500 annual stipend to support the mentors of self-pay interns.

Coursework/Learning Opportunities: PLU created a standards framework that outlines competencies and learner outcomes corresponding to each of the state's teaching standards. The framework then gives examples of evidence interns can collect to demonstrate each standard has been met. This evidence will be reflected in the intern's portfolio or satisfied through equivalent coursework. Interns may also earn "credit by exam," but it is expected this will only be used for Route II and III interns in order to fill endorsement requirements. In addition to the portfolio and required coursework, all interns will be evaluated using the statewide pedagogy assessment.

As part of the application and screening process, interns are asked to construct an initial portfolio indicating any educational and professional experience that may satisfy state teaching standards. This initial portfolio is used to design each intern's Teacher Development Plan, a tool outlining how remaining standards will be met based on the standards framework.

Route I: Route I courses run from spring quarter 2002 through summer quarter 2003, with interns generally attending classes Monday evenings and some Saturdays. Route I interns follow a uniform Teacher Development Plan that is less performance-based than Routes II and III. While credit for five of their courses (15 to 20 credits) can be gained through a portfolio, Route I interns are still required to take significant coursework to fulfill the university requirements for a bachelor's degree.

The structure of the program is similar to PLU's regular undergraduate teacher preparation program in terms of course content and program length. However, the alternative route is designed to be more field-based, requiring that approximately half the credit hours be structured as "performance tasks" and completed in the field (the regular program is designed so only a quarter of the credit hours offered are field-based).⁶¹ The alternative route requires approximately the same number of credits, about 91 compared with 75 to 85 credits for the regular program (elementary plus special education endorsement).

Routes II and III: For eight weeks in July and August, Route II and III interns attend class all day Friday and Saturday and spend four additional hours during the week in an educational setting, such as summer school (12 credits of coursework). Courses are organized around a series of tasks and assignments reinforcing topics such as learning theory, classroom management, and planning/assessment. During the school year, interns are required to register for six credits: four hours are "internship" hours; one hour is devoted to a required class "Issues Related to Child Abuse/Neglect"; and the last hour is for an "Integrating Seminar" allowing faculty to provide guidance and support and assist interns in developing their portfolios. During the internship year, Route II and III interns continue to collect evidence for their portfolio, based on their Teacher Development Plan, until all standards have been met.

Route I interns demonstrating competency in all performance standards and passing the pedagogy assessment may complete the program beginning in August 2003, while Route II and III interns may exit the program beginning in December 2002. An intern may extend his or her internship through December 2003 if needed for no additional cost.

The majority of instruction and faculty support for all interns takes place at PLU. Some Route II and III endorsement requirements may be taken at Green River Community College if needed.

Mentored Internship: Interns from all routes are in the classroom full-time. They may continue to work as paraprofessionals or emergency substitutes for a significant proportion of their internship, but for at least 12 weeks they must engage in full-time student teaching.

⁶¹ For example, interns were asked to conduct a case study of two students at their site, examining records, lesson plans, classroom observations, and conducting interviews to explore theories of student learning.

By working in the school district, some Route I and II interns are able to maintain their benefits for most of the year. Most interns are paired with one mentor for the course of their internship; however, a few will split their time between two mentors to accommodate multiple endorsements.

Mentor Selection and Training: Mentor recruitment and selection is left primarily to the school district. Some districts select mentors based on their compatibility with intern endorsements, while others tap into an existing pool of district trained mentors. Because the federal grant was awarded late in the school year, some districts had difficulty recruiting federal mentors. PLU initially was granted 30 federal slots but was able only to fill 11 due to this shortage.

Green River Community College (GRCC) offered state mentors a two-day training seminar in the summer and will provide four additional development meetings throughout the year. The summer seminar provided training on communication, developing an observation template, integrating interns into the classroom, and mentoring best practices. Portions of this training mirrored OSPI's Mentor Academy, to which all mentors were invited. Training was tailored to prepare mentors for working with alternative route interns. Thirty-eight of the 48 mentors invited attended the GRCC mentor training.

In addition to the training opportunities offered by the program partnership and OSPI, several of the participating school districts have created district-wide mentor training programs that intern mentors were either required or encouraged to attend.

Cost: Route I interns pay approximately \$34,500 to \$35,000 in tuition, comparable with the cost of two years of undergraduate study at PLU (\$40,000 to \$42,000). Route II and III interns pay a block price of \$8,500 as opposed to \$17,700 to \$26,600 (depending on endorsement) to complete PLU's regular post-baccalaureate certification program. Alternative route interns were eligible for federal financial aid, and Route I and II interns received the \$4,000 Conditional Scholarship.

APPENDIX C: SKAGIT VALLEY NETWORK

Institution(s) of Higher Education/ESD	Western Washington University
School Districts	Burlington-Edison, LaConner, Mount Vernon, Sedro-Woolley
Funding Source	Federal
Number of Interns	Federal Interns: Route III: 16
Recruitment Focus	Secondary math and science
Start Date	July 15, 2002
Tuition	\$6,000–\$8,000*

* Range accommodates variability of internship length. Cost assumes intern does not need additional coursework to fulfill endorsement requirements.

Intern Selection: Western Washington University (WWU) received 54 applications from which 16 interns were accepted following a transcript review and personal interviews. Priority was given to interns already meeting state endorsement requirements for secondary math or science or within a few credits of completing required coursework. While the partnership received funding to support 30 interns, recruitment efforts did not generate enough qualified applicants to fill all slots.

Coursework/Learning Opportunities: WWU’s standards framework outlines corresponding competencies and desired learner outcomes for each of the state teaching standards. These competencies have been organized under three components of professional study: foundational knowledge, effective teaching, and professional development. The framework also gives examples of equivalent coursework or evidence interns can collect to demonstrate each standard has been met.

Initial competency was established through personal interviews with interns and through a file review of transcripts, admissions essays, and letters of recommendation. From this, faculty advisors and interns established a teacher development plan outlining steps for gaining and demonstrating proficiency in the remaining competencies.

The classroom-based component of this program took place for an intensive three-week period during the summer and will continue one evening a week throughout the internship. Coursework during the summer focused primarily on three key elements of pedagogy: instructional strategies, management techniques, and curriculum. During the school year, instruction is split into two learning blocks introducing a majority of the same foundation content offered through the regular program. These learning opportunities will be provided through weekly instructional seminars online or via the K–20 telecommunications network.

The performance-based component of this program is completed at an individualized pace with guidance from WWU faculty and mentors. Based on each intern's teacher development plan, certain evidence must be collected through portfolios and may be presented in several formats, including papers, reflections, case studies, PowerPoint presentations, family involvement plans, and professional growth plans.

Interns meet monthly with university science and math faculty and mentors or district representatives. They also meet at least once a month with their "Instructional Team" consisting of their mentors and university supervisors. Before beginning the final three weeks of full-time teaching, the exit portfolio demonstrating that all competencies have been met must be reviewed and signed off by the Instructional Team. Additionally, all interns are evaluated using the statewide pedagogy assessment prior to exiting the program.

The alternative route program is similar to WWU's regular post-baccalaureate program in terms of performance expectations and standards. Both programs are approximately the same length; however, alternative route interns have the option to exit the program early by demonstrating competency. The alternative program is structured in learning blocks rather than courses to facilitate more performance-based learning; alternative route interns leave the program having earned 48 quarter credits rather than the 65 offered through the regular program.

Mentored Internship: Interns are in the classroom full-time four days a week until all competencies have been met. It is expected that each intern assumes full teaching responsibility for at least three weeks prior to program completion. Each intern is placed with one mentor for the course of the year, but there may be more than one intern at each school.

Mentor Training: Each district recruits and recommends mentors to the WWU/Network Board. Selected mentors attend a two-hour overview of the alternative route program during the summer, jointly provided by WWU and the Skagit Valley Network. Mentors also attend a first year teacher mentor training during the summer, introducing basic concepts of effective mentoring. They continue to receive two hours of training every month for the duration of the internship. The OSPI Summer Mentor Academy is optional.

Costs: Alternative route interns pay \$6,000 to \$8,000 in tuition compared with approximately \$5,000 for the regular post-baccalaureate program. Included in this tuition cost is a \$3,000 mentor stipend that will be added to the \$500 provided by the federal grant.⁶² WWU has structured tuition payments so that the interns' \$5,000 stipend may be applied directly toward tuition costs. Because interns are enrolled as non-matriculated students at WWU, they are not eligible to receive federal financial aid.

⁶² The \$3,000 mentor stipend is broken into three quarterly payments so that interns leaving the program early will only be charged for the quarters they spend with their mentor.

APPENDIX D: SOUTHWEST WASHINGTON CONSORTIUM

Institution(s) of Higher Education/ESD	City University and Educational Service District 112										
School Districts	Battle Ground, Camas, ESD Co-op, Evergreen, Kelso, Longview, Washougal, Vancouver										
Funding Source	State										
Number of Interns	<table> <tr> <td>State Interns:</td> <td>Self/District Pay Interns:</td> </tr> <tr> <td>Route I: 10</td> <td>Route I: 3</td> </tr> <tr> <td>Route II: 5</td> <td>Route II: 3</td> </tr> <tr> <td>Route III: 4</td> <td></td> </tr> <tr> <td colspan="2">Total Number of Interns: 25</td> </tr> </table>	State Interns:	Self/District Pay Interns:	Route I: 10	Route I: 3	Route II: 5	Route II: 3	Route III: 4		Total Number of Interns: 25	
State Interns:	Self/District Pay Interns:										
Route I: 10	Route I: 3										
Route II: 5	Route II: 3										
Route III: 4											
Total Number of Interns: 25											
Recruitment Focus	Special Education—all grade levels										
Start Dates	Route I: February 23, 2002 Route II/III: June 24, 2002										
Tuition	\$7,200–\$9,000										

Intern Selection: The Consortium received 108 applications from which 25 interns were accepted based on a review of transcripts by City University and personal interviews by partnering districts. Priority was given to applicants who had completed all necessary prerequisite coursework and demonstrated considerable experience working with children. Thus, most interns had experience working in schools prior to applying. Six interns were accepted as self- or district-pay (i.e., the intern does not receive a state stipend and the mentor is compensated through the school district).

Coursework/Learning Opportunities and Mentored Internship: All interns are required to earn approximately 90 quarter credits to fulfill the special education endorsement and general education foundation requirements. Credits vary depending on route and whether the intern is enrolled in a degree program or for certification only.⁶³

Competencies identified for both the residency certificate and special education endorsement are grouped into learning modules that are each assigned a course and a performance task. Based on this model, City University has broken the internship year into three sequential learning experiences.

- 1) University Classroom Experience:** City University requires that all routes complete a core group of 30 to 35 credits relating to foundation knowledge of both general and special education. Instruction is offered as follows:

⁶³ Many Route II and III interns choose to enroll for a second bachelor's degree in education to be eligible for federal financial aid.

Route I: During winter and spring quarters, Route I interns attend class Saturdays and Wednesday afternoons, completing 15 quarter credits. For six weeks during the summer, they attend classes full-time five days a week, completing the last 21 credits of their classroom experience.

Routes II and III: Beginning in late June, Route II and III interns attend an intensive five credit class full-time for two weeks. They then join the Route I interns for the next six weeks, completing the 21 foundation credits. For their remaining 12 to 15 classroom credits, Route II and III interns attend class three Saturdays a month during the fall and winter quarters.

- 2) **Field Experience/Internships:** The field experience portion of the internship takes place during fall and winter quarters and is structured around 20 to 25 field-based performance tasks from which interns will earn 46 quarter credits. These tasks are designed to help interns demonstrate learning for certain special education endorsement requirements as well as pedagogy and foundation knowledge necessary for residency certification. It is expected that, on average, an intern will spend 15 or more hours weekly working on performance tasks; however, this may vary based on personal background and knowledge. City University provides a weekly seminar that interns must attend at least once a month and additional in-service training over the K–20 network to support performance tasks and intern development.
- 3) **Student Teaching Experience:** During the last ten weeks of the program, interns participate in a focused student teaching experience. It is expected that for approximately eight weeks of this experience interns will assume full responsibility of the classroom, but this may vary depending on the ability of each intern. Interns are also expected to maintain a log, critical incident reflection reports, weekly schedules, and student teaching plan book. During this time, interns must also complete their exit portfolio and continue to attend seminars.

Interns able to demonstrate compatible coursework or competency gained through work experience have the option of “challenging” program coursework; however, this alternative has not been extensively used. After completing half an internship year in the classroom, interns who have satisfied all coursework and performance tasks may exit the program early.

Compared with City University’s regular undergraduate teacher preparation program, the alternative route program is approximately six months shorter and more field-based. However, much of the course content and structure is the same as, or only slightly adapted from, the regular program.

Mentored Internship: Interns are in the classroom full-time until they exit the program. Each intern is placed with one mentor for the course of the internship year with the exception of one intern who is working with two mentors. Self-pay interns have the option of continuing to work as a para-educator in the school until they are ready to begin their formal ten-week student teaching experience.

Mentor Training: The consortium chose to develop its own mentor training based in part on OSPI's Mentor Academy. The content of the training is generally aligned with OSPI's academy, covering coaching, supervision, classroom management, assessment, professional conduct, ethics, and professional development. However, more emphasis is placed on supervision and evaluation to address the more involved role of alternative route mentors in intern development and assessment. Mentors attend two full days of training in the summer, another full day in October, and continue to participate in half-day trainings offered monthly throughout the year.

Cost: Interns pay between \$7,200 and \$9,000 in tuition depending on the number of credits they take. City University is charging alternative route interns \$150 for each classroom credit (approximately 45 credits total) and a flat rate of \$500 for field-based credits to pay for the portfolio review. Regular undergraduate students are charged \$199 per credit for a total cost of about \$18,000. All Routes I, II, and III interns enrolled in the undergraduate program (first or second bachelor's degree) are eligible for federal financial aid. Route II and III interns enrolled as certificate only are required to take less coursework but are not eligible for federal financial aid. All Route I and II interns receive the \$4,000 Conditional Scholarship offered by the state.

APPENDIX E: PUGET SOUND PARTNERSHIP

Institution(s) of Higher Education/ESD	Seattle Pacific University and the Puget Sound Educational Service District								
School Districts	Highline, Kent, Lake Washington, Mercer Island, Renton, Seattle, Snoqualmie, Tukwila								
Funding Source	State								
Number of Interns	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Interns:</td> <td style="width: 50%;">Self-Pay Interns</td> </tr> <tr> <td>Route II: 6</td> <td>Route III: 2</td> </tr> <tr> <td>Route III: 9</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;">Total Number of Interns: 17</td> </tr> </table>	State Interns:	Self-Pay Interns	Route II: 6	Route III: 2	Route III: 9		Total Number of Interns: 17	
State Interns:	Self-Pay Interns								
Route II: 6	Route III: 2								
Route III: 9									
Total Number of Interns: 17									
Recruitment Focus	Secondary math and science								
Start Date	July 5, 2002								
Tuition	\$13,725								

Intern Selection: The partnership received 160 applications from which 16 interns were selected based on a review of transcripts by SPU and the Puget Sound ESD and personal interviews by partnering districts. Priority was given to applicants who could be endorsed in secondary math and science; however, they admitted a small number of special education and English as a Second Language endorsed interns as well. It was also expected that each intern have experience working with youth. Two of the interns were accepted as self-pay interns not receiving a state stipend and responsible for finding their own mentors in a school district willing to provide mentor compensation.

Coursework/Learning Opportunities: All interns are required to complete 45 credits of coursework for certification but have the option of taking 15 more credits to earn a Master of Arts in Teaching (MAT) the summer following the internship year. Courses have been adapted from SPU's current MAT program. The alternative route courses are similar in content but structured to be more independent and performance-based than the regular program. All interns engage in the same course of study regardless of route.

Summer instruction runs for four weeks, Monday through Thursday, for six hours a day (nine credits total) covering foundations of education and introduction to teaching. During the internship year, interns take courses one evening per week for a total of 12 credits per quarter. Half of these credits are earned through classroom instruction, and the other half are earned through completing assignments tailored to their internship site.

In the fall, SPU faculty meet with each intern to construct a teacher development plan identifying performance indicators meeting state residency certificate standards and benchmarks indicating when each standard has been met. Interns are allowed to waive coursework through transcript review of equivalent coursework or demonstration of competency. For interns demonstrating some but not all the competencies required for a course, SPU is flexible in structuring a modified session covering only the content the intern needs (essentially waiving a portion of the course) or allowing the intern to engage in more independent coursework. Interns are also evaluated using the statewide pedagogy test. All formalized classroom instruction takes place at SPU.

Mentored Internship: Interns are in the classroom full-time for the duration of the internship year. A formalized student teaching experience takes place spring quarter. Each intern is placed with one mentor at the middle or high school level for a full school year. Program administrators do not expect to allow early exit from the program as coursework has been scheduled throughout the year.

Mentor Training: The Puget Sound ESD works closely with the school districts for mentor selection, but selection is primarily conducted by district human resource departments. Mentors are asked to attend one of OSPI's mentor academies offered during the summer. A one-day training is provided in the fall that is tailored to alternative route mentors. Three additional evening classes are scheduled throughout the year to provide ongoing guidance and support. The Puget Sound ESD developed a supplemental handbook as an additional training resource for mentors.

Cost: Interns pay \$13,725 (\$305 per credit) in tuition. An additional \$5,000 is charged if interns choose to complete their MAT the following summer. This cost is compared with approximately \$21,000 (\$325 per credit) charged for the regular MAT program. Tuition is set as a program cost and does not vary based on credit waivers. The tuition does not cover any additional prerequisites or endorsement coursework that an intern may need. All interns in this program are eligible for federal financial aid, and all Route II interns receive the \$4,000 Conditional Scholarship offered by the state.

APPENDIX F: SEATTLE TRANSITIONS TO TEACHING

Institution(s) of Higher Education/ESD	University of Washington
School Districts	Seattle
Funding Source	Federal
Number of Interns	Federal Interns: Route III: 20
Recruitment Focus	Middle School Math and Science
Start Date	July 1, 2002
Tuition	\$15,750–\$16,100*

*Range accommodates variation in the cost of registration fees, technology fees, and books. Cost assumes intern does not need additional coursework to fulfill endorsement requirements

Intern Selection: The University of Washington’s Teaching/Learning Partnership program (TLP) received 70 applications from which 23 interns were selected.⁶⁴ Priority was given to interns already meeting state endorsement requirements for middle level math or science or within a few credits of completing required coursework.

Coursework/Learning Opportunities: The internship year has been structured as a combination of coursework and field experience. Instruction provided to alternative route interns differs from the regular program in that it has been tailored for teaching in the Seattle School District. The theory provided by UW’s College of Education and the content provided by the College of Arts and Sciences has been aligned with the curriculum used in Seattle middle schools. Faculty from these colleges worked with master teachers to design and implement the instruction as follows:

- **Summer Quarter:** The summer academy was structured in nine week-long periods with interns attending classes full-time five days a week. Four of the weeks covered adolescent development and include theory and observations of how students learn science and mathematics. The remaining five weeks include both mathematics and science content applied to the pedagogical and classroom application of curriculum units (Connected Mathematics Project and nationally recognized inquiry science units on topics such as earthquakes and properties of matter). Specialized instruction occurred for interns with particular expertise in content or pedagogy.
- **Fall and Winter Quarters:** Interns attend classes all day Tuesday and half a day Thursday (13.5 hours of instruction per week) with every other Friday devoted to

⁶⁴ Since the beginning of the year three interns have left the program.

independent time, small group time, and/or whole cohort meetings (31 credits). Interns are at their school site Monday, Wednesday, Thursday morning, and every other Friday during these two quarters. During this time interns are also collecting evidence of proficiency through coursework and field work, establishing a foundation for the intern portfolio constructed during the fourth quarter (spring).

- **Spring Quarter:** Interns are assessed prior to spring quarter to determine competency and areas for growth. This time will be individualized to the needs of each intern in order to complete teacher certification requirements and include the construction of the portfolio to provide evidence of meeting all competencies emphasizing professional reflections, evidence of learning from the program, and professional development.
- **Summer Quarter:** Interns have the option of finishing requirements for MIT.

Interns who meet all competencies may exit the program after winter quarter with faculty and mentor approval. Interns will also be evaluated using the statewide pedagogy test. Instruction during the summer was offered at a Seattle-area middle school, and instruction during the year is located at a variety of sites, including UW's main campus.

Mentored Internship: The TLP program has structured its mentored internship using a departmental mentoring model. In this model, three to five interns are placed at the same school and receive mentoring from five to ten department teachers. One of the mentors at each site has been designated the "chief worrier" and acts as the primary supervisor and coordinates intern-mentor interaction. The expectation is that interns will benefit from observing a variety of teaching styles across several math and science subjects.

Mentor Selection and Training: Mentors have the option of attending the OSPI summer academy; however, none were able to attend due to scheduling conflicts. UW created their own mentor training adapted from the UW handbook for student/cooperating teachers for the regular teacher preparation program. Program administrators meet monthly with the "chief worriers" at each site and are in the process of identifying professional development opportunities for the rest of the department mentors. They are also relying on Seattle's professional coaches. These individuals work in schools to facilitate respective staff moving forward on reform plans which at all sites includes increasing achievement in mathematics and for some, science.

Cost: Alternative route interns will pay \$15,750 to \$16,100 for the certification portion of the program. This is compared with the approximately \$6,000 cost of tuition for the post-baccalaureate certification program offered at UW's Bothell campus. The final summer completing requirements for an MIT will cost approximately \$2,500 in additional tuition. Tuition has been set as a block program cost and does not cover any additional prerequisite or endorsement coursework that an intern may need. Students are registered as graduate students and therefore eligible for federal financial aid.

APPENDIX G: STATE STANDARDS FOR RESIDENCY TEACHING CERTIFICATE

The State Board of Education expects state-approved teacher preparation programs to “require interns to demonstrate in multiple ways, over time, specific state board of education required standards, criteria, knowledge and skills, including, where appropriate, evidence related to positive impact on student learning.”⁶⁵

The knowledge and skills standards for the residency certificate are as follows.⁶⁶

Foundational Knowledge

1. State goals and essential academic learning requirements.
2. Subject matter content for the area(s) taught, including the essential areas of study for each endorsement area.
3. Social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools.
4. Impact of technological and societal changes on schools.
5. Theories of human development and learning.
6. Inquiry and research.
7. School law and educational policy.
8. Professional ethics.
9. Responsibilities, structure, and activities of the profession.
10. Issues related to abuse (identification, impact, responsibilities, and methods of teaching about prevention). (abbreviated)
11. Standards, criteria, and other requirements for obtaining the professional certificate.

Effective Teaching

12. Research and experience-based principles of effective practice for encouraging intellectual, social, and personal development of students.
13. Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural and linguistic backgrounds.
14. Areas of exceptionality and learning—including, but not limited to, learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
15. Effective instructional strategies for students at all levels of academic abilities and talents.
16. Instructional strategies for developing reading, writing, critical thinking, and problem solving skills.
17. The prevention and diagnosis of reading difficulties and research-based intervention strategies.
18. Classroom management and discipline, including:

⁶⁵ WAC 180-78A-010(7).

⁶⁶ WAC 180-78A-270.

- a. Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation.
 - b. Effective verbal, nonverbal, and media communication for fostering active inquiry, collaboration, and supportive interactions in the classroom.
19. Planning and management of instruction based on knowledge of the content area, the community, and curriculum goals.
20. Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.
21. Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being.
22. Effective interactions with parents to support students' learning and well-being.

Professional Development

23. The opportunity for interns to reflect on their teaching and its effects on student growth and learning.
24. Educational technology including the use of computers and other technologies in instruction, assessment, and professional productivity.
25. Strategies for effective participation in group decision making.

APPENDIX H: HISTORY OF ALTERNATIVE CERTIFICATION EFFORTS IN WASHINGTON STATE

Prior to 2001, there were several programs or proposals to create alternative routes for teacher certification in Washington.

St. Martin's Pilot Certification Program. In 1991, the State Board of Education created a pilot certification program at St. Martin's College in Lacey, offering a paid internship and pre-service training for prospective teachers holding a master's degree or a BA/BS with five years of work experience. The program was discontinued after only one cohort due to a lack of teacher shortage at the time and reluctance on the part of districts to hire teachers who were not regularly-certified.

Troops to Teachers. Troops to Teachers (TTT) is a federal program enacted in 1994 as a way to cope with military downsizing. It provides financial assistance and incentives to hire former military personnel who become public school teachers. TTT interns can enroll in regular certification programs, but more than half choose an alternative route. Although a TTT office was established in OSPI, no Washington colleges or universities were willing to develop an alternative program option for TTT interns.

Teach for America. Teach for America is a private, non-profit organization that trains and places college graduates in inner city schools with teacher shortages. Participants attend a five-week training institute in the summer and then spend two years teaching in an urban school. In 1994, the SBE authorized a Teach for America pilot program in Seattle, but the program was discontinued after one cohort due to differences in philosophy between Teach for America, the district, and the Seattle Education Association.

1998 Alternative Certification Bill. In 1998, the Legislature enacted a bill directing OSPI to issue alternative certificates to teach in secondary schools to individuals holding a bachelor's degree with at least five years of professional work qualifying the intern to teach in a specific subject area.⁶⁷ The bill required districts to recommend individuals for this certification and develop a plan for providing training, supervision, and support. The alternative certificate was valid for two years, but after two years of successful teaching experience, interns could receive a regular residency certificate with no additional requirements. The bill was vetoed by the Governor.

⁶⁷ E2SHB 1374, 1998 Session.

APPENDIX I: WASHINGTON'S TEACHER CERTIFICATION PROGRAMS

Types of Teacher Certification Programs and Number of Certificates Offered by Washington State-Approved Teacher Preparation Programs 2000–2001⁶⁸

Institution of Higher Education	Under-graduate	Post-Bac	MIT	Certificates Issued 2000-2001
Antioch University	X	X	X	68
Central Washington University	X	X		312
City University			X	186
Eastern Washington University	X	X	X	279
Gonzaga University	X	X	X	51
Heritage College	X	X	X	63
Northwest College	X	X		14
Pacific Lutheran University	X	X	X	107
Pacific Oaks College NW	X	X	X	29
Saint Martin's College	X	X	X	63
Seattle Pacific University	X	X	X	104
Seattle University			X	89
The Evergreen State College			X	52
University of Puget Sound			X	4
University of Washington			X	61
University of Washington – Bothell		X		15
University of Washington – Tacoma		X		55
Walla Walla College	X	X		34
Washington State University	X	X	X	398
Western Washington University	X	X	X	558
Whitman College	X	X		9
Whitworth College	X	X	X	111

⁶⁸ OSPI, *Annual Report 2000-2001: Certificates Issued and Certificated Personnel Placement Statistics* (Olympia, WA: Office of the Superintendent of Public Instruction, February 2002), 11.