



The **Alternative Certification Program (AC)** aims to prepare and certify new teachers who had not completed traditional teacher certification and to provide support and training to new teacher interns. Program applicants are screened for eligibility then selected based on interviews. The final pool of candidates participates in content preparation (Phase I), pre-service training (Phase II), and an internship (Phase III).

Key Findings

Implementation

- In 2024-25, the AC department held 40 informational sessions for prospective intern applicants.
- The number of interns enrolled in the program has increased over the last five years, and has grown 22% since 2022-23.

Stakeholder Feedback

Intern Feedback Survey

- Overall, Alternative Certification interns indicated they were satisfied with support they received from their field supervisor. Among others, they reported receiving specific feedback for improvement and help solving problems, and had clear expectations, .
- At 88% of positive responses, face-to-face and ongoing support received the lowest rating.

Outcomes

- Sixty-five percent 2024-25 AC applicants submitted mock lessons interviews, missing the program goal of 80%.
- By the end of the year, only two percent of interns were identified as needing improvement on the performance indicator, "designs lessons that align to state content standards". This was well below the program goal of <10%, and representing a 93% reduction from the beginning of the year observations.
- Ninety-two percent of interns considered for certification were recommended, exceeding the program goal of 90%.
- Interns were enrolled in 10 different certification areas in 2024-25, with EC-6/Science of Teaching Reading/English as a Second Language being the most popular.
- The majority of teachers who were alternatively certified in 2023-24 (83%) remained to teach in the district the following year. Although this was a 15% decrease from 2022-23, the percentage has trended upward over the last five years.

Recommendations

- **Explore potential barriers to mock lessons interviews completion.**

Sixty-five percent of AC program applicants completed mock lessons interviews in 2024-25, which did not meet the stated program goal of 80%. Indeed, this was a five percentage point decrease from the baseline completion rate of 70%. Consider investigating potential barriers that may hinder applicants from completing mock lessons interviews as expected.

- **Continue current approach to training on aligning lessons to state content standards.**

The AC program entered 2024-25 with a baseline of 27% of observed interns receiving substandard ratings on lesson alignment. During the first observation of the year, 30% of observed interns received principal survey feedback indicating that "designs lessons that align to state content standards" was an area for improvement. Through training efforts, by the final annual observation, only two percent of interns were identified needing improvement in the same area. This represented a 93% reduction, highlighting substantial growth. Consider identifying methods and materials that were most impactful in 2024-25, and working to build upon them to ensure high quality training in future years.