

**Name of Program**  
Aiken-ALT (Alternative Licensure for Teachers)

**Date of Submission**  
*1/21/2025*

*Christen Sikes*

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Christen Sikes, Educator Effectiveness Coordinator, Aiken County Public Schools

<b>Proposal Contact Person Name</b>	Christen Sikes
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## Section II: Program Information

<b>Provider Name and Program Name</b>
Aiken County Public Schools Aiken-ALT (Alternative Licensure for Teachers)
<b>Targeted Certification Areas</b>
<ul style="list-style-type: none"><li>• Early Childhood Education (PK-Grade 3)</li><li>• Elementary Education (Grades 2-6)</li><li>• Special Education: Multi- Categorical (PK - Grade 12)</li><li>• Middle level Language Arts (Grades 5 - 8)</li><li>• Middle level Mathematics (Grades 5 - 8)</li><li>• Middle level Science (Grades 5 - 8)</li><li>• Middle level Social Studies (Grades 5 - 8)</li><li>• Secondary English (Grades 9 - 12)</li><li>• Secondary Mathematics (Grades 9 - 12)</li><li>• Secondary Science (Grades 9 - 12)</li><li>• Secondary Social Studies (Grades 9 - 12)</li></ul>
<b>Anticipated Start Date</b>
The anticipated start date will be based on approval by the State Board of Education.
<b>Candidate Recruitment Plan</b>
<p>The targeted cohort size will be a minimum of 10 participants.</p> <p>By creating our own alternative certification program, this will help to combat shortages while showing our employees that aspire to become teachers that we value and support their professional growth which aligns with our mission:</p> <p><i>The Mission of Aiken County Public Schools, the unifying agent of new horizons and extraordinary possibilities, is to ensure all students thrive as future-ready, globally mindful, and productive citizens through a responsive and inclusive school system distinguished by</i></p> <ul style="list-style-type: none"><li>• <i>High quality and student-centered learning experiences</i></li><li>• <i>Transformative, stakeholder partnerships</i></li></ul>

- *A culture of purpose, innovation, and excellence*

*We believe that:*

- *Each individual has inherent genius and value that benefit from inspiration and nurture.*
- *Safe and secure environments are paramount for success.*
- *Access to equitable opportunities is a fundamental right for all.*
- *Proactive and collaborative approaches cultivate growth and success.*
- *Clear, precise communication that is inclusive and timely is essential for a successful system.*
- *Responsible and accountable citizens demonstrate strength of character.*
- *A community's stability and strength are rooted in its connectedness.*
- *Embracing a changing world sparks innovation.*

We will aim to recruit current aides and non-teachers who hold a bachelor’s degree. After running a report to find degree levels of our aides, we will send out a survey to each one with at least a bachelor’s degree or higher to see of interest in becoming a teacher. Principals/supervisors will also be notified of these individuals so that they can identify those that have demonstrated a passion for teaching.

For those that show interest, we will hold an informational session. This session will outline the program’s requirements, application process, timeline, and scope and sequence. Those interested can apply.

Once that internal pipeline is established, if needed, we will supplement any spots with community members that are seeking a career change by earning their teaching certificate. We will advertise on local news channels, radio stations as well as on our social media outlets. We will also use our community partners such as banks, churches, and Chamber of Commerce to serve as recruiters for our program. Our program coordinator will work with liaisons to inform them so that they can share the word. Our classified recruiter will also share our program at hiring events that she attends.

**Program Purpose and Need**

Teacher shortages in our district parallel those across the nation. There is a growing population of career changers who are seeking teaching certification through a range of programs. With our district alternative certification program, we will be able to monitor progress and create a cohort of individuals that can support each other through the program.

**How does Aiken-ALT relate to other programs within ACPSD?**

Aiken Leads is a “Grow Your Own” program that allows our staff to participate in professional growth and development to learn of opportunities and develop skills. Aiken-ALT will be another program within the Aiken Leads umbrella supporting our mission to grow our employees that aspire to become a teacher.

**Qualifications of Preparation Program Staff**

The Educator Effectiveness Coordinator and Induction Coach will be the ACPSD staff responsible for the implementation and coordination of the program. There will be additional ACPSD staff and USCA staff who will assist in the training in their area of expertise.

Aiken County Schools	Responsibility in the Program	Academic Qualifications
Educator Effectiveness Coordinator	No USCA courses taught. Will lead weeklong Boot Camp in the summer of Year 1, Intersession Seminars during Fall and Spring, and New to District Orientation which is 3 days before teachers begin in July.	-Bachelor of Science: Early Childhood Education -Master of Education: Social Foundations of Education -Educational Specialists: Administration and Leadership -SC Teaching Certification in Elementary Education, Early Childhood Education, and Administration and Leadership
Induction Coach	No USCA courses taught. Will lead weeklong Boot Camp in the summer of Year 1, Intersession Seminars during Fall and Spring, and New to District Orientation which is 3 days before teachers begin in July.	-Bachelor of Arts: Elementary Education -Master of Arts: Elementary Education -Master of Arts: Educational Administration -SC Teaching Certification in Elementary Education, Elementary Supervisor, Elementary Principal

The staff above will oversee Aiken-ALT. However, we will use our district Support Specialists and Special Education Department to assist in training and support in middle, secondary, and Special Education.

See Folder named “Faculty CV’s” attached to proposal email for USCA faculty qualifications.

**Budget and Sources of Revenue**

Minimum cohort size to sustain the program: 10 participants per year.

**Cost of Program Paid by the District**

This table shows costs for the program as paid by the district.

	Year 1	Year 2	Year 3	Year 4	Year 5
Facilitators- Coordinators and Induction Coach	Educator Effectiveness Coordinator \$80,000	Educator Effectiveness Coordinator \$80,000	Educator Effectiveness Coordinator \$80,000	Educator Effectiveness Coordinator \$80,000	Educator Effectiveness Coordinator \$80,000
This is based on current salaries. This is not a cost paid for by the participants. The	Alternative Certification Coordinator \$70,266 (beginning salary)	Alternative Certification Coordinator \$70,266 (beginning salary)	Alternative Certification Coordinator \$70,266 (beginning salary)	Alternative Certification Coordinator \$70,266 (beginning salary)	Alternative Certification Coordinator \$70,266 (beginning salary)

salaries are paid by the district.	Induction Coach (part time) \$45,500	Induction Coach (part time) \$45,500	Induction Coach (part time) \$45,500	Induction Coach (part time) \$45,500	Induction Coach (part time) \$45,500
<p>The district is discussing adding a new position, Alternative Certification Coordinator, if the plan is approved. As of now, the Educator Effectiveness Coordinator is the facilitator. The Alternative Certification Coordinator will become the facilitator when the plan is approved, and the position is created. The Educator Effectiveness Coordinator will continue to be involved in assisting with the program. Main responsibilities will be ADEPT training and New to District Orientation.</p>					
Technology This is no additional cost to the educator. Laptops are loaned to all teachers as long as they are employed.	\$500	\$500	\$500	\$500	\$500
Location There are no additional costs for location. USCA courses will be hybrid with in person classes and district PD held at the district office training room.	\$0	\$0	\$0	\$0	\$0
<p><b>Cost of Program Paid by Participants</b></p> <p>This table shows the costs and timeline of payment by the participant over the course of the 3-year program.</p>					
	Year 1		Year 2		Year 3
USCA Courses Graduate teacher discounted tuition rate = \$362.25/credit hour	Empowering Educators Course \$1086.75  Learning & Motivation \$1086.75		Foundations of Literacy \$1086.75  Total for Year 2: \$1086.75		No USCA courses in Year 3  Total for Year 3: \$0

3 credit hour class = \$1086.75 Total paid by participant for 4 classes = \$4347.00	Instruction & Assessment \$1086.75  Total for Year 1: \$3260.25		
<b>Total Cost for the Participant</b>	<b>\$3260</b>	<b>\$1086.75</b>	<b>\$0</b>
Payment Timeline/Schedule Our employees are paid on the 5 <sup>th</sup> and 20 <sup>th</sup> of each month. The cost of the program will be deducted from their paychecks twice a month (24 pay periods) over the course of 12 months. The fiscal year is July 1 <sup>st</sup> -June 30 <sup>th</sup> .	\$3260/24=\$135.83 per pay period	\$1086.75/24=\$45.25 per pay period	\$0
If a participant needs additional time to complete the program, there is an option to make up USCA classes the following year. These would be offered only following the year-long sequence and they would need to wait until the following Fall/Spring Summer to re-take the class. Same rates as above apply: \$362.25/credit hour 3 credit hour class = \$1086.75 Total paid by participant for 4 classes = \$4347.00			

If there is district PD they need to make up, they can get caught up during the Fall/Spring Intersessions as that is time set aside intentionally for remediation, if needed. They are also able to join the following year's cohort to complete the sessions, just as they would need to do for USCA courses.

**Aiken-ALT Agreement (Must be signed as soon as admission requirements are met and they are hired into a position.)**

Aiken County School District and USC Aiken have partnered for an alternative certification program to support and assist you in obtaining certification to teach in South Carolina.

I, (teacher), the undersigned, hereby state my understanding and agreement that in exchange for my participation in Aiken-ALT through Aiken County School District and USC Aiken, I agree to remain employed in the district as a teacher for the (3 consecutive years listed here) school years should I be offered re-employment.

Should I not be offered employment with the district during any of the three school years, or should the district terminate my employment consistent with District policy and State law, I will have no further obligations to the District regarding this program. I will be withdrawn from the program including USCA classes, credit will not be received, and I will forfeit all funds previously paid. Upon leaving the district, the payment plan will stop as soon as I receive my last paycheck.

I agree that in the event I leave my employment with the district, at my initiative, prior to the conclusion of the (3<sup>rd</sup> year) school year, that I will have breached my commitment to the District. I will be withdrawn from the program including USCA classes, credit will not be received, and I will forfeit all funds previously paid. Upon leaving the district, the payment plan will stop as soon as I receive my last paycheck.

"An individual who fails to complete requirements for one South Carolina alternative route preparation program is not eligible for admission to or participation in another alternative route." (page 9, Alternative Route Provider and Program Approval Process Standards)

## Description and Timeline of the Preparation Program

USCA courses will be a hybrid model of in-person and online.

All in person classes and district training will be held at the district office training room.

Supervision:

- Educator Effectiveness Coordinator will oversee the program.
- Induction Coach: Serves as support for the Educator Effectiveness Coordinator with leading Ignite, Boot Camps, and training on 4.0 Rubric. The coach will also assist the participants with setting up their classrooms. The coach will continue to check in through a coaching cycle that best fits the participant.
- Instructional Coaches/Teaching and Learning Coaches: Each school in our district has a coach that supports the instructional growth and success of teachers. The coaches of schools where Aiken-ALT participants are teaching, will be notified of who they are as well as the program's requirements so that they are a familiar face in the building that will support them.
- Mentors: Each participant will be an Induction teacher and will receive a CERRA Trained Mentor within their same content area. If not in the building, a neighboring school mentor will be chosen so that they are close in proximity and can best serve the mentor with the requirements.
- USCA Dean of School of Education (Dr. Judy Beck) will serve as lead from the university.

Admission:

An individual who is seeking certification through an alternative route preparation program must meet the candidate admission requirements listed below:

- The candidate must have earned a bachelor's degree or higher from a regionally accredited institution or from an institution with teacher-preparation programs approved for certification purposes by the state of South Carolina.
- The candidate must have earned a major in the certification subject area or a major equivalence in the certification subject area as defined by the SBE with transcripts showing at least 18 hours in identified content areas. Specifically for fields of Science (Middle Level Science, Science, Biology, Chemistry, Physics, etc.), candidate coursework will be evaluated for:
  - A major in the specific area of certification field (i.e. chemistry major may be admitted to a chemistry certification program)
  - At least 18 hours in science strands (e.g. biology, chemistry, physics, etc.) and/or
  - Minimum grade of a C or better per course in the initial science major
- The candidate must have earned a GPA of at least 2.5 on a 4.0 scale. The GPA in the content area major or the GPA in the last sixty hours of coursework may be used to meet this requirement.
- The candidate must earn a successful score on the state-approved content area assessment(s) in the certification subject area.
- The candidate must submit to the provider a statement of disclosure regarding any prior convictions to include felonies and misdemeanors.

For admission to an alternative certification pathway in the areas of Early Childhood Education, Elementary Education, and Special Education fields, an eligible candidate must have earned a bachelor's degree from a regionally accredited college or university with a cumulative grade point

average (GPA) of at least 2.75. A candidate with a minimum GPA of 2.5 may be considered for admission to the program if the individual has earned a passing score on all sections of the assessment required by the SBE for admission to an undergraduate teacher education program or an approved alternative provider. The current assessment approved for admission purposes includes the reading, writing, and mathematics subtests of Praxis Core.

Assessments:

- Praxis II will be required for admission.
- Principles of Learning and Teaching (PLT)-a preparatory course will be provided by a former administrator in our district during Year 2 and participants will be required to attempt the PLT during Fall Intersession of Year 2
- Course assessments as required by USCA to pass the courses as listed in the syllabi.

Success Criteria:

- Successfully advancing from an alternative route certificate to professional certificate within 3 years of beginning the program, complete all requirements of the approved program, earn successful results during the State’s induction and summative evaluation processes, and earn a qualifying score on a pedagogy assessment approved by the SBE.
- ADEPT timeline:  
Year 1: Induction  
Year 2: Annual Summative  
Year 3: Annual GBE
- Special Education participants must complete the program in 3 years as required by IDEA; however, all other certification areas will be allowed an extension of year 4, if needed to complete the requirements.
- Successfully passing the USCA courses with a B or higher.

Commitment to the District:

- Participants will go through the application and interview process with support of the program coordinator and district recruiter to find the right fit. Once a principal recommends hire, the recruiter will officially offer and hire the participant for a teaching position.
- By enrolling and participating in Aiken ALT, the candidate is committing to teaching for 3 years with the Aiken County Public School District. A candidate can choose to leave Aiken ALT over the summer and not be in “breach of contract”.

*SCDE Office of Instructional Supports completed a comprehensive update of the SC Literacy Competencies to align with scientific principles of reading instruction and the 2024 SCCCR Standards for ELA. The new competencies must be incorporated into the R2S coursework required by Section 59-155-180 of Act 114. Aiken Alt will need to align coursework to the updated SC literacy competencies by Fall 2025, which will assist preparation for the new R2S exam requirement of Early Childhood, Elementary, and Special Education candidates effective September 1, 2026.*

**University of South Carolina Aiken Courses**

See folder named “USCA Syllabi & Assessments” attached to the email proposal for each course listed below.

See folder named “USCA Faculty CV’s” attached to the email proposal for USCA faculty qualifications.

Course Number	Course Title	Timeline	Credits
EDUC A6XX	Empowering Educators Dr. Judy Beck	Year 1 Summer, Fall, Spring	1 (3 credits total)
EDPY A6XX	Learning & Motivation Dr. Deborah McMurtrie	Year 1 Fall	3
EDUC A6XX	Instruction & Assessment Dr. Bridget Coleman	Year 1 Spring	3
EDUC A6XX	Literacy Instruction (K-5, 6-12) Dr. Michelle Rasheed	Year 2 Summer	3

**Professional Development Provided by ACPD**

Participants will receive course credit for the training provided by ACPD in collaboration with University of South Carolina-Aiken as part of Empowering Educators course. The Empowering Educators course has additional USCA requirements as outlined in the syllabus attached in the proposal email.

**Bootcamp**  
**Year 1: Summer (June)**  
 In Person  
 District Office  
 4 days

Bootcamp will be a 4-day district-led professional development to prepare the participants on how to successfully begin their first year of teaching.

Session	Product/Take Away (if applicable)	INTASC Standards Connection
<p><b>Classroom Management:</b>            Our Induction Coach will use Harry Wong’s Classroom Management book to dive deep into strategies. Participants will have a resource to turn to for management ideas and will work to create a plan to implement when school starts.</p>	<p>Positive Classroom Management Plan ready to be implemented on Day 1.</p> <p>See attachment “Classroom Management Plan Rubric” to see what Aiken expects for participants.</p>	<p>Standard #3: Learning Environments            The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>

<p><b>Setting up Your Classroom:</b> We will set up a model classroom (in the certification areas depending on participants) to show what a classroom should look like (student desk set up, teacher area, small group, posters, and organization of supplies).</p>	<p>See attachment “Classroom Set Up Checklist” that mentors and/or coaches will use to support the teacher in setting up their own classroom.</p>	<p><b>Standard #1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Standard #2: Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>Standard #3: Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation</p>
<p><b>First Week’s Lesson Plans:</b> Support Specialists in the specific content areas will work with teachers to create first week’s lesson plans which will include rituals/routines, procedures, and getting to know you activities.</p>	<p>Set of first week’s lesson plans complete and ready to implement on Day 1.</p> <p>See attachment “Instructional Framework Flip Book”. The framework is used to describe what students will be able to do successfully and independently at the end of a specific lesson because of your classroom instruction.</p>	<p><b>Standard #3: Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation</p> <p><b>Standard #4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline</p>

		accessible and meaningful for learners to assure mastery of the content.
<p><b>Parent Involvement &amp; Model Code of Ethics for Educators:</b></p> <p>Educator Effectiveness Coordinator and Induction Coach will lead the session. It is important that alternative certification teachers with no background in preparation to become a teacher, understand their responsibilities and expectations.</p>	<p>See attachment “Model Code of Ethics for Educators” to see assignment and rubric.</p> <p>See attachment “Promoting and Demonstrating Parent Involvement Assignment”.</p>	<p>Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner</p>
<p><b>Ignite</b>  <b>Year 1: Summer (July-week before teachers begin)</b>  In person  Aiken High School  2.5 days</p> <p>Ignite is the district wide orientation held for all new to district teachers. The Aiken-ALT candidates will participate in this along with all others that are new to teaching in our district. It is an exciting in person event held at Aiken High School. We have community partners that sponsor breakfast, lunch, and snacks as well as vendors set up to show support and offer resources. All district leadership welcomes on Day 1 with the high school band and cheerleaders followed by our school food service department catering breakfast. It is high energy filled with smiles and excitement about teaching in Aiken County Schools while offering support and guidance on what to expect.</p>		
<b>Session</b>	<b>Product/Take Away (if applicable)</b>	<b>INTASC Standards Connection</b>
<p>Day 1:</p> <ul style="list-style-type: none"> <li>New to District teachers will receive laptops, log into HR systems, and learn about district policies and procedures. Anyone moving from non-teacher role will not need to attend this session as they have received an orientation in the past.</li> <li>Website Training-Teachers will log in and learn how to use Aptegy for teacher webpage and parent communication.</li> </ul>	<p>See attachment “Orientation” Power Point.</p>	<p>Standard #4: Content Knowledge  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard #5: Application of Content  The teacher understands how to connect concepts and use differing perspectives to</p>

<ul style="list-style-type: none"> <li>• First year Teacher Panel-We will have a panel of teachers who have completed their first year for a Q&amp;A session.</li> <li>• 4.0 Orientation-Full afternoon ADEPT training on 4.0 Rubric led by a 4.0</li> </ul>		engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
<p style="text-align: center;">Day 2:</p> <p>Division of Instruction will lead sessions.</p> <ul style="list-style-type: none"> <li>• Clear Touch/Office 365 Suite</li> <li>• Schoology/Class Link (Teacher Resources)</li> <li>• Classroom Culture</li> <li>• Content Area Training with Specialists to introduce South Carolina College and Ready Standards.</li> </ul>		<p style="text-align: center;">Standard #7: Planning for Instruction</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p style="text-align: center;">Standard #8: Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
<p style="text-align: center;">Day 3</p> <p>Teachers will visit their school for an orientation with principals to review professionalism, tour the building, and meet their Mentor.</p>	See attachment “School Orientation” Power Point.	
<p><b>Induction Academy</b>  <b>Year 1: All Year</b>  In-person</p> <p>Induction Academy is the required activities of all Aiken County Schools Induction teachers as submitted in the district ADEPT plan.</p>		
<b>Session</b>	<b>Product/Take Away (if applicable)</b>	<b>INTASC Standards Connection</b>
Quarterly Workshops: September December February	Teachers will bring an artifact or strategy each session to show what they are using that has been successful. Each person will have a list of things to take back to implement in their own	Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to

<p style="text-align: center;">April</p> <p>These in-person workshops will be led by the Educator Effectiveness Coordinator and Induction Coach with breakout groups led by content area experts in the district.</p> <p>The workshop will begin with the whole group on relevant information to all. Content area experts will lead breakout groups for Induction teachers to collaborate with each other. We will use surveys to plan the agenda depending on the needs of the group.</p>	<p>classroom. They will also submit a reflection at each workshop noting a “Glow” (an area that is going well) and a “Grow” (an area they need to grow in).</p> <p style="text-align: center;">See attachment “Artifact or Strategy Demonstrating Success Rubric”.</p>	<p>continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p style="text-align: center;">Standard #10: Leadership and Collaboration</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
<p>Monthly Professional Learning Communities led by Instructional Coaches</p> <p>Coaches will meet with Induction teachers monthly after school for one hour to participate in a book study. This will also be a check-in to discuss areas of support.</p>	<p>Book Study, “The Beginning Teacher’s Field Guide”, with Induction Teachers.</p>	<p style="text-align: center;">Standard #10: Leadership and Collaboration</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
<p>Weekly Professional Learning Communities led by Instructional Coaches</p> <p>These meetings are held once a week during common planning with grade level/content area. The purpose is to “data dig” to understand what improvements can be made in instruction to meet student needs. Lesson planning and assessments are also a focus.</p>	<p>Teachers will plan with grade/content level as well as coaches. The planning consists of student data paired with strategies that will assist in increasing student achievement.</p>	<p style="text-align: center;">Standard #4: Content Knowledge</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p style="text-align: center;">Standard #5: Application of Content</p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity,</p>

		<p>and collaborative problem solving related to authentic local and global issues.</p> <p><b>Standard #6: Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p><b>Standard #7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Standard #8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
<p><b>Mentor Support</b></p> <p>Each participant will be paired with a mentor as they are a first-year teacher. The mentor will be in their same content area and is a CERRA trained mentor.</p>	<p>Mentors will complete an informal POP cycle with their teacher to provide feedback to prepare for formal observation by their administrator.</p> <p>Induction Teachers will be required to conduct a fall veteran teacher observation and will share results with mentors and reflect on what they intend to implement and will later share and reflect on how that strategy worked/did not work.</p>	<p><b>Standard #3: Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation</p> <p><b>Standard #8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to</p>

	<p>See attachment “Classroom Environment Scavenger Hunt”. Participants will use this to find things in veteran teacher classrooms throughout the year to take them back to their classrooms.</p> <p>See attachment “Observation of Veteran Teacher” Form.</p>	<p>develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
<p><b>Intersession Seminar</b>  <b>Year 1, 2, and 3: Fall (October) and Spring (April)</b>  In person  District Office  4 days  Intersession is a 2 week break for teachers and students.  Week One: Remediation for students, teachers choose to work for a supplement.  Week Two: Teachers are on a break-this is when we will hold the seminar.</p>		
Session	Product/Take Away (if applicable)	INTASC Standards Connection
<p>This will be a time for the cohort to come together with the Educator Effectiveness Coordinator, Induction Coach, and USCA professors to reflect, collaborate, and remediate. If anyone is behind or struggling in courses or any area in the classroom, someone will be available to support.</p> <p>We will also collaborate with mentors and Instructional Coaches to find areas that need additional support when planning the agenda.</p>		<p>Standard #9: Professional Learning and Ethical Practice  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Standard #10: Leadership and Collaboration  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners,</p>

		families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
<b>PLT Workshop</b> <b>Year 2: Fall</b> In person District Office September-4 hours		
Session	Product/Take Away (if applicable)	INTASC Standards Connection
<p>Led by former administrator and superintendent Dr. Randall Stowe.</p> <p>The class is in-depth coverage of test taking strategies and topics covered on the PLT.</p>	<p>Participants will be encouraged to sign up for the test during Intersession which follows this training.</p>	<p>Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues</p>
<b>Alternative Route Preparation Program Approval Standards (1-3, 6)</b>		
<p><b>Standard 1: Content of the Preparation Program</b> The provider demonstrates that the content of the preparation program is aligned to the INTASC Model Core Teaching Standards and is designed so that candidates develop the knowledge, skills, and dispositions of effective teachers. Candidates must be able to demonstrate an understanding of learners and learning, content, and the ability to teach content to students, instructional practice, and professional responsibility.</p>	<p>The INTASC Model Core Teaching Standards will be used to form the Boot Camp and Professional Development designed for the participants as it encompasses the components to support teacher effectiveness. The SCTS 4.0 will also be addressed particularly in the IHE coursework.</p>	

<p><b>Standard 2: Clinical Partnerships and Practice</b>  The provider demonstrates evidence of a formal partnership with one or more LEAs for the clinical preparation of candidates. Clinical components of the preparation program may be job embedded while the candidate serves as a teacher of record. Clinical components should provide candidates with formative feedback and opportunities to apply the pedagogical knowledge, skills, and dispositions of effective teachers as they design, implement, and assess instruction for learners. Evidence of the partnership agreement may be provided in the form of a Memorandum of Agreement (MOA) outlining the collaboration between the provider and LEA for the preparation and support of alternative route candidates.</p>	<p>Aiken-ALT involves the partnership with University of South Carolina Aiken so that participants have job embedded support from the district but the core content knowledge from the university. Participants are teachers of record in their own classroom and are provided opportunities to apply pedagogical knowledge and skills. They are supported by the Induction Coach and Instructional Coaches in their building to receive coaching support and formative feedback as they design, implement, and assess instruction for learners.</p>
<p><b>Standard 3: Candidate Recruitment and Admission</b>  The provider details a plan for the recruitment and admission of candidates aligned with requirements stipulated below.</p> <ol style="list-style-type: none"> <li>1. The candidate must have earned a bachelor’s degree or higher from a regionally accredited institution or from an institution with teacher-preparation programs approved for certification purposes by the state of South Carolina.</li> <li>2. The candidate must have earned a major in the certification subject area or a major equivalent in the certification subject area as defined by the SBE.</li> <li>3. The candidate must have earned a GPA of at least 2.5 on a 4.0 scale. The GPA in the content area major or the GPA in the last sixty hours of coursework may be used to meet this requirement.</li> <li>4. The candidate must earn a successful score on the state-approved content area assessment(s) in the certification subject area.</li> <li>5. The candidate must submit to the provider a statement of disclosure regarding any prior convictions to include felonies and misdemeanors.</li> </ol>	<p>Recruitment:  We will aim to recruit current aides and non-teachers who hold a bachelor’s degree. After running a report to find degree levels of our aides, we will send out a survey to each one with at least a bachelor’s degree or higher to see of interest in becoming a teacher. Principals/supervisors will also be notified of these individuals so that they can identify those that have demonstrated a passion for teaching. For those that show interest, we will hold an informational session. This session will outline the program’s requirements, application process, timeline, and scope and sequence. Those interested can apply. Once that internal pipeline is established, if needed, we will supplement any spots with community members that are seeking a career change by earning their teaching certificate. We will advertise on local news channels, radio stations as well as our social media outlets. We will also use our community partners such as banks, churches, and Chamber of Commerce to serve as recruiters for our program. Our program coordinator will work with liaisons to inform them so that they can share the word. Our classified recruiter will also share our program at hiring events that she attends.</p> <p>Admission:</p>

An individual who is seeking certification through an alternative route preparation program must meet the candidate admission requirements listed below:

- The candidate must have earned a bachelor's degree or higher from a regionally accredited institution or from an institution with teacher-preparation programs approved for certification purposes by the state of South Carolina.
- The candidate must have earned a major in the certification subject area or a major equivalence in the certification subject area as defined by the SBE with transcripts showing at least 18 hours in identified content areas. Specifically for fields of Science (Middle Level Science, Science, Biology, Chemistry, Physics, etc.), candidate coursework will be evaluated for:
  - A major in the specific area of certification field (i.e. chemistry major may be admitted to a chemistry certification program)
  - At least 18 hours in science strands (e.g. biology, chemistry, physics, etc.) and/or
  - Minimum grade of a C or better per course in the initial science major
- The candidate must have earned a GPA of at least 2.5 on a 4.0 scale. The GPA in the content area major or the GPA in the last sixty hours of coursework may be used to meet this requirement.
- The candidate must earn a successful score on the state-approved content area assessment(s) in the certification subject area.
- The candidate must submit to the provider a statement of disclosure regarding any prior convictions to include felonies and misdemeanors.
- For admission to an alternative certification pathway in the areas of Early Childhood Education, Elementary Education, and Special Education fields, an eligible candidate must have earned a bachelor's degree from a regionally accredited college or university with a cumulative grade point average (GPA) of at least 2.75. A candidate with a minimum GPA of 2.5 may be considered for admission to the program if the individual has earned a

	<p>passing score on all sections of the assessment required by the SBE for admission to an undergraduate teacher education program or an approved alternative provider. The current assessment approved for admission purposes includes the reading, writing, and mathematics subtests of Praxis Core.</p> <p><b>Ineligibility Requirements:</b>  An individual who has been enrolled in student teaching in a traditional teacher preparation program is not eligible for admission to or participation in an alternative route preparation program. In such an instance, the candidate must meet the certification requirements of the traditional preparation program in which he or she was enrolled for student teaching and be recommended for certification by that provider. An individual who was unable to complete the student teaching experience due to extenuating circumstances (e.g., a medical or family emergency) may request approval from the SCDE, Office of Educator Services. The request must include documentation of the extenuating circumstances and of good standing with the traditional preparation program. Individuals who voluntarily withdrew or were removed from student teaching due to issues related to unprofessional conduct are not eligible to seek approval under this provision. Additionally, an individual who fails to complete requirements for one South Carolina alternative route preparation program is not eligible for admission to or participation in another alternative route. An individual whose certificate is denied, suspended, or revoked pursuant to SBE Regulation 43.58 will not be allowed to participate in or be readmitted to an alternative route preparation program.</p>
<p><b>Standard 6: South Carolina Requirements</b>  The provider must demonstrate evidence that the preparation program includes the following state-specific requirements.</p>	
<p><b>A. Assisting, Developing, and Evaluating Professional Teaching</b>  (ADEPT) The program must provide participants with an introduction to the South Carolina Teaching Standards 4.0 and related rubric and formative feedback on their classroom practices using the rubric.</p>	<p>Participants will be considered first-year teachers and undergo Induction requirements in Year 1 with Annual Summative in Year 2. They will receive 4.0 Orientation as part of Ignite, our new to teacher orientation, prior to the first day of school. Ongoing professional</p>

	development will be given throughout their Induction year as part of the requirements outlined in our district ADEPT plan.
<p><b>B: South Carolina College and Career Ready Standards</b>  The program must provide candidates with opportunities to plan, implement, and assess instruction aligned with appropriate South Carolina subject area standards for PK–12 learners and the Profile of the South Carolina Graduate.</p>	Participants will be given ample opportunities to plan, implement, and assess instruction aligned with appropriate South Carolina subject area standards for PK–12 learners and the Profile of the South Carolina Graduate through Ignite and weekly Professional Learning Communities in their school led by Instructional Coaches and administrators.
<p><b>C: Parental Involvement</b>  The program must provide candidates with opportunities to learn, understand, and apply best practices regarding parental involvement. Candidates must be provided instructions in how to work with parents/guardians of PK–12 students and other members of the education community. As part of this training, candidates should know how to:</p> <ol style="list-style-type: none"> <li>1. use practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs.</li> <li>2. establish and maintain a parent-friendly school setting.</li> <li>3. provide an awareness of community resources that strengthen families and assist students to succeed; and</li> <li>4. utilize knowledge of other topics appropriate for fostering partnerships between a parent and a teacher.</li> </ol>	During Boot Camp and Ignite, participants will receive information on best practices to learn, understand, and apply regarding parental involvement. Principals, as leaders of the building, plan events/activities that engage and invite parents to become a part of the learning community as a partnership. Participants will be active in assisting their school with these events as well as participating in the events to strengthen their classroom community with parents as a partner.

<p><b>D: Educator Ethics</b>  The program must include instruction in ethical principles and practice for educators aligned with the Model Code of Ethics for Educators. The provider must implement educator ethics awareness training that addresses an educator’s responsibility to:</p> <ol style="list-style-type: none"> <li>1. maintain trust in the profession and act responsibly.</li> <li>2. commit to the highest level of professional and ethical practice, including the demonstration of knowledge, skills, and dispositions required for professional competence.</li> <li>3. treat students with dignity and respect and promote their health, safety, and well-being to include establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.</li> <li>4. promote positive relationships and effective interactions with members of the school community, while maintaining professional boundaries.</li> <li>5. ensure appropriate boundaries of time, place, and role when using electronic communication; and</li> <li>6. conform to the principles of the Standards of Conduct for South Carolina Educators established in Section 59-25-160 and SBE Regulation 43-58, Disciplinary Action on Educator Certificates.</li> </ol>	<p>During Bootcamp and Ignite, participants will receive training on Policies and Procedures of the district. We will embed the Model Code of Ethics for Educators into this training to ensure participants:</p> <ul style="list-style-type: none"> <li>• Treat students with dignity and respect and promote their health, safety, and well-being to include establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.</li> <li>• Promote positive relationships and effective interactions with members of the school community, while maintaining professional boundaries</li> <li>• Ensure appropriate boundaries of time, place, and role when using electronic communication.</li> <li>• Conform to the principles of the Standards of Conduct for South Carolina Educators established in Section 59-25-160 and SBE Regulation 43-58, Disciplinary Action on Educator Certificates.</li> <li>• Commit to the highest level of professional and ethical practice, including the demonstration of knowledge, skills, and dispositions required for professional competence.</li> <li>• Maintain trust in the profession and act responsibly.</li> <li>• Commit to the highest level of professional and ethical practice, including the demonstration of knowledge, skills, and dispositions required for professional competence.</li> </ul>
<p><b>E. Safe School Climate Act</b>  The program must include instruction in the identification and prevention of harassment, intimidation, or bullying as defined in the Safe School Climate Act (S.C. Code Ann. §§ 59-63- 110–150); appropriate student behavior; and the reporting requirements for school employees, students, or volunteers.</p>	<p>Participants will participate in Safe Schools training as required by employees of the district. This training covers training on harassment, intimidation, and bullying, appropriate student behavior, and the reporting requirements for school employees, students, or volunteers.</p>
<p><b>F. South Carolina Education and Economic Development Act (EEDA)</b> The program must include instruction for teachers related to the EEDA (S.C. Code Ann. §§ 59- 59-110–250) regarding school curriculum organized around career clusters as well as teaching that supports career exploration and provides students with both “strong academics and real-world problem-solving skills.”</p>	<p>As required, ACPSD provides career cluster awareness activities in schools. The participants will be made aware of EEDA during Ignite (New to District Orientation) Summer Year 1 with sessions provided by content area specialists.</p>

<p><b>G. Annual Reporting</b> The provider must complete all annual reporting requirements stipulated by the SBE including Title II reporting.</p>	<p>ACPSD will complete all annual reporting requirements stipulated by the SBE including Title II reporting.</p>
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**Appeal and Grievance Policy**

Appeal & Grievance Policies will be handled accordingly by the policies set forth by Aiken County Public Schools or University of South Carolina Aiken depending on the situation. Both policies will be shared with participants as part of the orientation process.

**Aiken County Public Schools Board Policy GBK: Staff Concerns/Complaints/Grievances**

*Issued 11/01*

Purpose: To establish the basic structure for orderly and expeditious resolution of staff concerns, complaints, and grievances.

The board recognizes the need for a procedure providing a prompt and effective means of resolving disputes concerning the application of any of the provisions of the district's policies, rules, or regulations as they affect the work activity of employees.

Employees should secure an equitable solution to grievances at the most immediate administrative level.

Employees are encouraged to seek resolution of disputes under the existing grievance regulation and will have the right to do so with complete freedom from reprisal.

Nothing in this policy limits the right of any employee to discuss a grievance with any appropriate member of the administration. Such grievance may be adjusted without formal proceedings, provided the adjustment is consistent with board policy and existing administrative rules and regulations.

The grievance procedures set forth in administrative rule GBK-R are to be used to process employee complaints of alleged violations of the following.

- Titles VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendment Act of 1972
- Section 504 of the Rehabilitation Act of 1973
- Titles I and II of the Americans with Disabilities Act of 1990

*Adopted 2/25/86; Revised 11/1/88, 5/9/89, 8/17/93, 3/9/99, 11/27/01*

**Transition Plan**

The plan for program participants, if the provider ceases operation for any reason, will be to work with applicants to transition to another alternative certification program with ease. Options include Teachers of Tomorrow or Carolina CAP as the programs have similarities to Aiken-ALT. USC Aiken could possibly continue its own Alternative Pathway program based on what has been built already.