

Alternative Certification Program Revision Document

Date of Submission 06/15/2026

Program Name: BCS Teacher Launchpad		
Type of Program:	☒ General Education Addition of Elementary K-6 Endorsement	☐ Special Education

On both the Written Program and Partnership Agreement sections below, check the appropriate boxes that indicate **only** the components of your approved alternative certification program that require changes. After each checked component, describe the change(s) you are making to the approved alternative certification program and identify the page number(s) where revisions occur (to assist with ACEPPRB review). Only the components you have checked (indicating a revision is contained within that component) will be opened for review by the ACEPPRB. The revisions you insert into this document for each component will supersede information found within the previous written program including the partnership agreement upon WVBE approval. Any unmarked components will **not** be reviewed by the Alternative Certification Educator Preparation Program Review Board (ACEPPRB) and WVBE. All details of the previously approved written program including the partnership agreement which are not marked as being revised will remain in effect. The assurance page(s) with appropriate signatures from all providers/partners (including any new providers/partners) **MUST** be included within this alternative certification revision document.

Written Program:

Select one of the following options:

Changes to identified providers/partners: ☒ There are no provider/partner changes ☐ Adding new providers/partners

If there are additions to the list of alternative certification program providers/partners, complete the following:

Program Providers (School Districts)
Partners -
New Providers or Partners Entering the Program and Agreements -

Check the appropriate boxes that indicate **only** the components of your approved written program that contain changes and provide complete details of the change to language in the previously approved written program:

☒ 1. Overview of the program:

Add Elementary K-6 Endorsement area—Include Third Grade Success Act Training; Science of Reading PD; Structured Literacy PD; Foundational Mathematics PD; Dyslexia and Dyscalculia Awareness PD; Intervention Strategies; Progress Monitoring; Family Engagement PD; and Data-Driven Decision-Making PD

☒ 2. Candidate Eligibility, Recruitment and Enrollment

For those seeking an endorsement for Elementary K-6 candidate must possess a Bachelor Degree from a regionally accredited institution with a minimum cumulative GPA of 3.0. Preferred qualifications include experience in working with students, tutoring, youth development programs, and/or long-term substitute teaching experience. Candidates will participate in an interview process; candidates may only be offered employment after a vacancy has been posted twice and no successful certified candidate has been selected.

☒ 3. Partner Roles and Responsibilities

Not additional external partners will be named for the Elementary K-6 Alternative Certification Program; however, Boone County Schools will leverage our Title 1 Director, ELA, and Math Coaches to provide additional Professional Learning for the alt. candidates.

☒ 4. Program of Study

I-Teach Course Work will be the same as the Math/Science proposal; however, there will be additional professional learning throughout year 1. Course work will be assigned through BCS Teacher Launchpad utilizing our in-house ELA and Math coaches.

Professional Learning Topics that will be included:

- Science of Reading
- Structured Literacy
- Foundational Reading Skills
- Foundational Mathematics Skills
- Dyslexia and Dyscalculia Awareness
- Universal Screening and Progress Monitoring
- Individual Reading Plans
- Third Grade Success Act
- Data Driven Decision Making
- Reading and Math Intervention
- Family Engagement

☐ 4a. Special Education

☒ 4b. Elementary Grade Level Instruction

See 4 Program of Study: Professional Learning in SOR; Structured Literacy; Foundational Reading and Math; Dyslexia and Dyscalculia; Universal Screening and Progress Monitoring; IRP; Third Grade Success Act; Data-Driven Decision Making; MTSS; and Family Engagement will be provided in Year 1.

☐ 4c. Instruction of Lab Based/Experiential Settings/ Courses and Drivers Education (if applicable)

☒ 5. Support and Observation

Candidates for the Elementary K-6 Alternative Program will receive additional coaching from literacy specialist, interventionist, instructional coaches, and experience certified educators. – Elementary Candidates will receive the same support and observations as our Math/Science Alternative Candidates; however, they will receive additional coaching and observations from ELA and Math Instructional Coaches.

5. Calendar of Events:

Calendar will remain the same as the Science/Math Program with the addition of Year 1 Professional Learning conducted in-house by our academic coaches and Title I Director

Year 1: I-Teach Coursework (Same as Science/Math Program) SEE ADDENDUM A

Only for those seeking Elementary Education Certification:

August 2026—Literacy/Math Skills and Third Grade Success Act—PD Provided by Jacklyn Vance, BCS Instructional Coach
September—Universal Screeners/Progress Monitoring (Instructional Coaches)
October—Structured literacy training (Instructional Coaches)
November—Dyslexia and Dyscalculia Training (Instructional Coaches)
December—Reading Plans Professional Learning (Instructional Coaches)
January—Literacy and Math Data Review/Data Driven Decision Making (Federal Program Director)
February—Reading and Math Intervention Strategies
March—Family Engagement PD (Title I Provided)
April—Performance Observation (Instructional Coaches/School Principal)
May—Final Support team evaluation and completion of year 1
June- Renewal application

☐ 7. Evaluation and Recommendation for Licensure

*Check the appropriate boxes that indicate **only** the components of your approved partnership agreement as part of the written program that contain changes and provide complete details of the change in language:*

Partnership Agreement (included as part of the written program):

- ☐ 1. Eligibility
- ☐ 2. Critical Need Vacancy
- ☐ 3. Employment Offer Procedure

☒ 4. Program of Study – Instruction

i-Teach Course Work will be the same as the Math/Science proposal; however, there will be additional professional learning throughout year 1. Course work will be assigned through BCS Teacher Launchpad utilizing our in-house ELA and Math coaches.

Professional Learning Topics that will be included:

- Science of Reading
- Structured Literacy
- Foundational Reading Skills
- Foundational Mathematics Skills
- Dyslexia and Dyscalculia Awareness
- Universal Screening and Progress Monitoring
- Individual Reading Plans
- Third Grade Success Act
- Data Driven Decision Making
- Reading and Math Intervention
- Family Engagement

☒ 5. On-the-job Training and Supervision

Candidates for the Elementary K-6 Alternative Program will receive additional coaching from literacy specialist, interventionist, instructional coaches, and experience certified educators. – Elementary Candidates will receive the same support and observations as our Math/Science Alternative Candidates; however, they will receive additional coaching and observations from ELA and Math Instructional Coaches.

☐ 6. Standards and Performance Assessments

☒ 7. Professional Support Team

For the Elementary Candidates our in-house Instructional Coaches and Title 1 Director will take a more prominent role in provided Support in key topics associated with Elementary Education.

☐ 8. Tuition and Other Charges

☐ 9. Renewal Employment Contract and Program Progress/Completion

☐ 10. Other Provisions (if applicable)

Document Submission Instructions:

Provide the "Alternative Certification Revision Document" including the assurance statements and any additional supportive documents required for justification of these identified revisions as one unified PDF to the Office of Educator Development at the WVDE for ACEPPRB and subsequent WVBE review. Revisions will not be effective until the date of WVBE approval.

Assurance Statements and Signatures of Currently Approved Program Providers/Partners

Signatures verify agreement with all details of the previously approved alternative certification program and the revisions identified within this document. All program providers (school districts) and partners assure that the revised program (including the partnership agreement) complies and will remain in compliance with all WVBE Policy 5901 and West Virginia State Code requirements for the alternative certification of teachers.

Boone County Schools –Teacher Launchpad

Program Providers Revising the Program and Partnership Agreement:

<u>Boone County Schools</u>	<u></u>	<u>6-15-26</u>
Name of the School District	Superintendent Signature	Date

Partners Revising the Program and Partnership Agreement:

<u>Institution of Higher Education</u>	<u>Authorized Official</u>	<u>Date</u>
<u></u>	<u>_____</u>	<u>6/18/26</u>
West Virginia Department of Education	State Superintendent Signature	Date

Assurance Statements and Signatures of New Program Providers - School Districts
(Only required if adding new Program Providers/Partners)

Signatures verify agreement with all details of the previously approved alternative certification program and the revisions to the program identified within this document. As a new program provider (school district) of this program, our school district agrees to become a part of this WVBE approved alternative certification program (including the partnership agreement) and will assume all aspects of the roles and responsibilities assigned to school districts as providers of the program. As a new program provider our school district assures that the revised alternative certification program (including the partnership agreement) complies and will remain in compliance with all WVBE Policy 5901 and West Virginia State Code requirements for the alternative certification of teachers.

Boone County Schools Teacher Launchpad
Name of the Alternative Certification Program

New Program Providers Entering the Program and Partnership Agreement:

Name of the School District

Superintendent Signature

Date

Name of the School District

Superintendent Signature

Date

Assurance Statements and Signatures of New Program Partners - IHE(s) or the WVDE
(Only required if adding new Program Providers/Partners)

Signatures verify agreement with all details of the previously approved alternative certification program and the revisions to the program identified within this document. As a new partner, our organization agrees to become a part of this WVBE approved alternative certification program and will assume the roles and responsibilities identified within this document which are assigned to our organization. As a new partner our organization assures that the revised alternative certification program (including the partnership agreement) complies and will remain in compliance with all WVBE Policy 5901 and West Virginia State Code requirements for the alternative certification of teachers.

Name of the Alternative Certification Program

New Partners Entering the Program and Partnership Agreement:

Institution of Higher Education

Authorized Official

Date

West Virginia Department of Education

State Superintendent Signature

Date

**BOONE COUNTY SCHOOLS
ELEMENTARY EDUCATION PROFESSIONAL LEARNING
YEAR 1 COUNTY-PROVIDED PD**

ADDENDUM 1

August 2026—Literacy/Math Skills and Third Grade Success Act—PD Provided by Federal Program Director and Instructional Coaches:

This session will connect foundational literacy and mathematics instruction with the goals of West Virginia's Third Grade Success Act. Participants will explore high-impact instructional strategies, intervention practices, and assessment tools that support student growth. Special attention will be given to building strong early learning foundations, utilizing data-driven decision-making, and implementing supports that help all students meet grade-level expectations and achieve academic success.

September—Universal Screeners/Progress Monitoring (Instructional Coaches)...i-Ready, Cambium, IXL, etc.:

This training will focus on the effective use of universal screening and progress-monitoring tools to identify student strengths, address learning gaps, and inform instructional decisions. Participants will explore how platforms such as I-Ready, Cambium, IXL, and other assessment resources can be used to collect meaningful data, monitor student growth, and evaluate the effectiveness of interventions. The session will emphasize data-driven decision-making, goal setting, and the use of assessment results to provide targeted support that promotes academic success for all learners.

October—Structured literacy training (Instructional Coaches)...UFLI, i-Ready Toolbox, Wonders:

This training will provide educators with practical strategies for implementing structured literacy practices through UFLI, the i-Ready Toolbox, and Wonders. Participants will explore explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, while learning how to effectively utilize each resource to support literacy development. The session will emphasize evidence-based instructional routines, targeted intervention strategies, and alignment of resources to meet the diverse needs of learners and improve reading outcomes for all students.

November—Dyslexia and Dyscalculia Awareness and Support Training (Instructional Coaches and Principal Karrie Lowe)...Dyscalculia Training on Canvas, and Mrs. Lowe will share her knowledge and training around Dyslexia:

This training will provide educators with a deeper understanding of dyslexia and dyscalculia and their impact on student learning. Participants will explore the characteristics, warning signs, and instructional implications of both learning differences, while examining evidence-based practices that support literacy and mathematics achievement. Educators will leave with practical tools and resources to identify student needs, foster academic growth, and create inclusive learning environments that support the success of all learners.

December— Reading Plans PD (Instructional Coaches)...Effective Lesson design:

This training will support educators in developing and implementing effective reading plans that are responsive to student needs and aligned with evidence-based literacy practices. Participants will explore lesson planning formats, instructional structures, and routines that promote explicit, systematic reading instruction. The session will focus on using student data to guide planning, differentiate instruction, and provide targeted support and intervention. Educators will leave with practical tools and strategies for designing engaging, purposeful reading lessons that meet the diverse needs of learners and foster reading growth and achievement.

January— Literacy and Math Data Review/Data Driven Decision Making (Federal Program Director and Instructional Coaches):

This training will focus on analyzing literacy and mathematics data to inform instructional planning and improve student outcomes. Participants will examine multiple data sources, including universal screeners, diagnostic assessments, classroom performance, and progress-monitoring results, to identify trends, strengths, and areas of need. The session will emphasize data-driven decision-making practices, goal setting, and the development of targeted instructional and intervention plans. Educators will gain practical strategies for using data effectively to differentiate instruction, monitor student growth, and ensure all learners receive the support needed for academic success.

February—Reading and Math Intervention Strategies (Cera Price and Instructional Coaches)...

General math and reading instruction, small groups:

This training will focus on designing and delivering effective reading and mathematics interventions through targeted small group instruction. Led collaboratively by one of our diagnosticians alongside our instructional coaches, the session will provide educators with research-based strategies for addressing skill deficits, accelerating student growth, and meeting the diverse needs of learners. Participants will explore how diagnostic and assessment data can be used to identify areas of need, group students effectively, and implement targeted interventions. Emphasis will be placed on instructional planning, progress monitoring, and practical techniques that maximize the impact of small group instruction and support improved student outcomes.

March—Family Engagement PD (Title I Provided):

This training will focus on the importance of meaningful family engagement and its impact on student achievement. Facilitated through Title I, the session will provide educators with strategies for fostering strong partnerships between schools and families, promoting effective communication, and creating opportunities for families to actively support student learning. Participants will explore best practices for engaging diverse families, increasing participation in school activities, and building collaborative relationships that contribute to positive academic, social, and emotional outcomes for students. Emphasis will be placed on creating welcoming environments and strengthening connections that support student success both at school and at home.

April—Performance Observation (Instructional Coaches/School Principal):

Participating educators will engage in performance observations conducted by school principals and instructional coaches. These observations are designed to provide meaningful feedback, support the implementation of learned strategies, and promote continuous professional growth. Observers will focus on evidence-based instructional practices, student engagement, classroom environment, and the effective use of data to inform instruction. Through collaborative reflection and coaching conversations, educators will receive individualized support to strengthen instructional effectiveness and enhance student achievement.

May—Final Support team evaluation and completion of year 1:

As part of the end-of-year review process, the Final Support Team Evaluation will be conducted to assess program implementation, instructional impact, and student growth outcomes. This evaluation will be completed collaboratively by school principals and instructional coaches to reflect on the effectiveness of supports provided throughout the year. The process will include a review of multiple data sources, including student achievement data, progress monitoring results, and instructional evidence from classroom observations. The goal of this evaluation is to identify successes, areas for continued growth, and next steps to strengthen instructional practices and support sustained student achievement in the following year.

June—Renewal application