

## **Index of Volume 1.1 (Spring 2006) through 3.2 (Fall 2008)**

### **Journal of the National Association for Alternative Certification**

**Carroll, J., Mercer, D., Neuenswander, B., & Drake, S. (2006). State-Wide Collaborative Partnerships for Alternative Certification: The Kansas Transition to Teaching Program. *Journal of the National Association for Alternative Certification*, 1, (2), 4-18.**

Alternative certification programs continue to increase as school districts, institutions of higher education, and commercial companies share common educational expectations. In Kansas, a state-wide collaborative of eleven partner institutions, governed by an advisory board, designed a conceptual framework, a standards-based program, curriculum, and a structure for managing, implementing, delivering and evaluating a state alternative teacher preparation program. Characteristics of the state-wide program are discussed including: (1) collaborative partnerships, (2) grant funding for candidates in multiple institutions, (3) cohorts of candidates, (4) consortium of institutions, and (5) online delivery model. Selection and support are identified as the key elements of success.

**Chambers, S. & Wickersham, L. (2008). Student Learning Outcomes: Transition from Traditional to Online in an Alternative Teacher Certification Program, *Journal of the National Association for Alternative Certification*, 3 (1), 30-39.**

Results from the survey of faculty who teach in an alternative teacher certification program provided a framework to develop a holistic programmatic assessment of student learning outcomes for a newly developed online program. Research highlights the process of determining student learning outcomes identification and appropriate courses and best practices for online assessments to provide for program quality, formative and summative assessments, and data for accreditation purposes.

**Denton, J., Davis T., Smith B., Beason L., Graham D. & Strader A. (2008). Assessment Benchmarks for an Alternative Certification Program. *Journal of the National Association for Alternative Certification*, 3 (2) 28-42.**

The **Accelerate Online/OPTIONS** alternative certification program provides those possessing a degree an option leading to certification that can be completed in 18 months. The program consists of an online curriculum, an early field experience, and a year-long paid internship. To determine program effectiveness across five years, five benchmark ratios were established and calculated each year as formative assessment markers. These ratios are: Applications/Inquiries; Candidates/Applications; Field

Placements/Candidates; Teachers Certified/Candidates; and Teachers Retained/Teachers Certified. These benchmarks have provided informative quantitative markers for annually assessing protocols that were developed and applied in implementing this program. Funding for the program was provided by the Transition To Teaching Program, U.S. Department of Education Project (S350A020027), the Houston Endowment Foundation, Inc and participant fees.

**Dukes, L. & Jones, B. (2007). Mentoring Alternative Certification Teachers: Implementing An Online Collaborative Consultation Community. *Journal of the National Association for Alternative Certification*, 2 (2), 23- 33.**

Online discussion boards have the potential to provide significant support to beginning teachers; thus, we designed an online collaborative consultation community to provide mentor support to university students enrolled in an alternative certification program. The results suggest that although students in alternative certification programs will use an online forum in ways similar to those of traditionally trained teachers, students in alternative certification programs need more guidance in some specific content areas such as curriculum and instruction and classroom management. Comments regarding how the use of online discussions might improve participants' education are also provided.

**Esposito, M., Berlin, D. & and Lal, S. (2007). Special Education Professional Development Schools: Why Do Candidates Choose to Participate? *Journal of the National Association for Alternative Certification*, 2(1), 4-17.**

Research findings demonstrate that PDSs effectively prepare general education teachers and lead to increased student academic outcomes. Previous studies within the extant literature have investigated the application of the PDS model with traditional credential candidates. Acute teacher shortages and the implementation of alternative credential routes have increased the number of non-traditional credential candidates. This study reports on candidates' primary reasons for participation in an alternative special education certification program which applied precepts from the PDS model. A questionnaire containing 23 Likert-format and open-ended questions was administered to PDS participants (n=80). Results concerning the factors that lead to PDS participation, perceived program benefits and challenges, and participants' perceptions concerning the differences between PDS and traditional settings are discussed.

**Forsbach-Rothman, T., Margolin, M. & Bloom, D. (2007). Student Teachers and Alternate Route Teachers' Sense of Efficacy and Views of Teacher Preparation, *Journal of the National Association for Alternative Certification*, 2 (1), 29-41.**

This study compared undergraduate and graduate student teachers' and alternate route teachers' sense of efficacy and views of their teacher preparation programs. A one-way analysis of variance indicated that student teachers in the undergraduate program had higher teacher efficacy than the other two groups of teachers. Alternate route teachers and graduates student teachers reported similar levels of teacher efficacy. Teachers across all programs valued coursework in instructional methods and classroom management. The undergraduates and graduates also noted the importance of their fieldwork experiences, whereas alternate route teachers highly valued the camaraderie they established with their cohort members.

**Foster, C., Bishop, C. & Hernandez, D. (2008). Alternative Certification: Effectively Preparing Teachers. *Journal of the National Association for Alternative Certification*, 3 (2), 8-27.**

This study addresses questions related to teacher preparation through online supported learning in an alternative certification program, CalStateTEACH. Specifically, this study analyzes and reports survey responses of 130 teachers and 84 supervisors related to preparedness of program completers to teach in a multiple subject classroom. The question asked is: Can online supported teacher credentialing programs prepare effective teachers? Data for the analysis were extracted from the Deans' Report. This paper summarizes the responses of teacher graduates and their site supervisors to the questions of teacher effectiveness. Additionally, a comparison between traditional and online teacher preparation is conducted.

**Goodwin, W. & Rudkin, J. K. (2006). Lessons Learned from Graduates of an Alternative Certification Program: The Case of the Stanley British Primary School, *Journal of the National Association for Alternative Certification*, 1(1), 12-22.**

The purpose of this article is to review the essential features of the Stanley British Primary School (SBPS) and its Alternative Teacher Certification Program (ATCP). Attention is given to the surveyed reactions of the first wave of graduates from the program, particularly those completing the licensure program between 1994 and 2000. Many areas were examined during the survey—including the demographics of the sample; the nature of effective recruitment strategies and reasons given for selecting the ATCP; graduates' evaluations of the SBPS ATCP components; and teacher retention. At the article's conclusion, major findings are discussed in the form of lessons learned.

**Haberman, M (2006). What makes a Program “Alternative Certification?” An Operational Definition. *Journal of the National Association for Alternative Certification*, 1(1),11.**

This essay presents the background for understanding why defining alternative certification has been made a difficult matter, and proposes an operational definition of the term.

**Harvey, F. & Gimbert, B. (2007). Evaluation of Non-Traditionally and Traditionally Prepared Teachers’ Pedagogical Content Knowledge and Practice Using Performance-based Evidence, *Journal of the National Association for Alternative Certification*, 2(1), 42-65.**

This study was designed to compare teachers certified in South Carolina that were trained in two different methods: through traditional college preparation programs and through the Program of Alternative Certification for Educators (PACE). This study explored three research questions. The first question addressed differences in pedagogical knowledge based on the Principles of Learning and Teaching (PLT) examination. There was a significant difference between the mean scores of the traditionally trained teachers and the alternatively trained teachers. The second question addressed differences in the evaluation of teaching performance based on the Assisting, Developing, and Evaluation of Professional Teaching (ADEPT) school district level evaluator’s perception of teachers’ performance on the individual performance dimension and the sum of rating on the performance dimensions. There was not a significant difference between any of the mean scores for the individual performance dimensions, nor the sum of the mean scores for the individual performance dimensions. And, the third question addressed differences in performance by teachers certified by the two methods based on demographic variables. There were no significant differences in mean scores based on age, gender, or race at the .05 level. The analysis of the demographic variable highest degree earned revealed there was a significant difference in the performance between teachers who had a master’s degree and teachers who had a master’s with additional graduate hours or a doctorate. And, this difference was true for both alternatively and traditionally certified teachers.

**Isaacs, M., Elliott, E., McConney, A., Wachholz, P., Greene, P., and Greene, M. (2007). Evaluating “Quality” Methods of Filling the “Teacher Gap”:  
Results of a Pilot Study with Early Career Teachers, *Journal of the National Association for Alternative Certification*, 2 (2), 5-22.**

Challenges for meeting the highly-qualified teacher demand, exacerbated by the critical shortage of teachers, have necessitated a variety of preparation routes for those entering the profession of teaching. This pilot study examined teacher confidence and self efficacy related to teacher

preparedness within the first three years of employment. Specifically, the study examined preparation experience perceptions of early career teachers. All teachers who were employed three years or less from three Florida school districts were invited to participate. Data were analyzed and aggregated according to teacher preparation type – traditional or non-traditional (alternative) program. Participants indicated their likelihood of remaining in the program, district, and school as well as their degrees of confidence in preparation for the competencies identified. Overall results as well as differences between those who completed a traditional teacher preparation program and those with a non-traditional teacher preparation program are presented. Implications for training priorities and replicating research are discussed.

**Iyer, N. & Soled, S. (2007). Dispositions and Perceived Preparedness of Teacher Candidates in Traditional Undergraduate Teacher Education, Master's with Licensure, and Alternative Licensure Programs, *Journal of the National Association for Alternative Certification*, 2 (1), 66-79.**

This study compares the dispositions and perceived preparedness of three teacher preparation programs: traditional, masters, and alternative licensure. We specifically investigated whether teachers in alternative licensure programs have the dispositions and perceived preparation essential for teaching. Each program was examined to identify predictors of preparation and disposition for teaching. MANOVA results indicated no significant differences ( $p < .05$ ) for perceived preparedness for the three programs. There were, however, significant differences found for program and the construct ethics and justice within dispositions indicating that candidates in master's with licensure program reporting higher levels of ethics and justice than the alternative licensure candidates.

**Karge, B. D. & Glaeser, B., Sylva, J., Levine, J., & Lyons, B. (2006). A Critical Reflection of the CSU Fullerton Alternative Certification Program. *Journal of the National Association Alternative Certification*, 1 (1), 23-35.**

In the past decade the demand for highly qualified and especially trained teachers of students with special needs has exceeded the supply. To meet this deficit, alternative programs have sprouted up across the country. One such program, at CSU Fullerton, is successfully trying to fill that gap. Some 280 students have completed the requirements of a specially designed Intern program of coursework, practicum, advanced seminars, research and directed student teaching and are working in the communities of four, Southern California's local counties. The following article explains and describes the process, procedures, methods and results of these efforts. A highlight of this program is action research; the gathering of data, using scientifically-based interventions and analyzing the outcomes that produce change or progress.

**Myers, S., McMillan, S., Price, M., Anderson, C. & Fives, H. (2007). Partnering with Secondary Schools to Prepare Highly Qualified Teachers: Alternative Certification Through a Professional Development School Model, *Journal of the National Association for Alternative Certification*, 2 (1), 18-28.**

Recruiting Educators through Alternative Licensure (Project REAL) is funded through the Transition to Teaching grant initiative. Project REAL is designed to enable university faculty and classroom teachers to work collaboratively within a professional development school model in order to provide secondary pre-service teachers with a high quality, fast-track, alternative certification program. Not only does this article document our implementation of a unique project design, but it also analyzes our pilot cohort's perceptions of those characteristics that are necessary for effective teacher preparation and instruction. Emergent issues described within this article include those raised by others as to the quality of alternative certification programs. Data sources collected from the pilot semester suggest that establishing "mentoring mosaics," expanding field experiences, and collaborating with professional development schools hold the potential to ensure that any certification program—even of the fast-track variety—can be of high quality. Implications for further studies are also discussed.

**Sawyer, G. & Gimbert, B. (2008). Policies and Practices for Selecting Highly Effective Teachers for Alternative Certification Programs, *Journal of the National Association for Alternative Certification*, 3 (1), 9-29.**

A dramatic shift in the past fifteen years in teacher education has been the move toward people beginning their teacher preparation later in life and in their academic careers. In response, the number of alternative certification programs has increased to reduce teacher shortages in critical content areas such as mathematics, science, bilingual education, and special education, as well as teacher shortages in rural and urban schools. This research report explores the independent and interdependent processes of teacher screening and selection and, explicitly, identifies existing literature that has addressed the relationship between pre-employment decisions and post-employment outcomes for predicting alternatively certified teacher success. In addition, recent scholarship is analyzed that pertains to the use of interviews in the teacher screening process, particularly in alternative teacher preparation programs, often described as alternative routes or pathways to teacher certification. Specifically, the report affords the reader an assessment of the relative importance of three interview protocols in the selection process as the mechanism of merit that transcends the usual qualifications of degree, grade point average and test scores to discern those life experiences and intrinsic beliefs that predispose an alternative certification candidate to be an effective teacher.

**Tai, R., Liu, C., & Fan, X. (2006). Alternative Certification and Retention of Secondary Math and Science Teachers: A Study Based on SASS/TFS, *Journal of the National Association for Alternative Certification* , 1 (2), 19-26.**

In light of shortages of mathematics and science teachers, alternative certification was introduced in the mid-1980s. This study examined the effect of alternative certification among math and science teachers who moved to a different school or left the profession. This was accomplished using the national SASS and TFS databases. The results indicated that alternatively certified teachers were comparable in their commitment to their current school and the teaching profession when compared with their traditionally certified colleagues. Findings are discussed with respect to their relevance for education policy makers and school administrators.

**Tissington, L (2006). Mentorship Defined by Alternative Teacher Certification Candidates: A Phenomenological Inquiry. *Journal of the National Association for Alternative Certification*, 1 (1), 36-47.**

National teacher shortages have driven the market for alternative means of teacher certification. This study sought to understand what mentorship means to 27 beginning teachers in a university-district partnership Alternative Certification Program (ACP) in an effort to understand the participants' perceptions. The process included administering and coding self report questionnaires, random selection and focus group interviews, data triangulation, and intense interaction over a 10 month period. Principles of phenomenology guided researchers to realize four interrelated essential core themes exploring the meaning of mentorship (a) school politics, (b) proximity (c) relationship, and (d) classroom management.

**Utsumi, L. & Kizu, J. (2006). Mentoring Alternative Certification Teachers: Perception from the Field. *Journal of the National Association for Alternative Certification*, 1, (1), 48-67.**

In this paper we present two studies that examine mentoring supports for alternative certification teachers from three perspectives: pre-interns, mentor teachers, and site administrators. The diverse sample population allowed us to study the role of race, gender, age, and prior careers in six domains of teacher learning and in their beliefs about students. The results showed differing perceptions of support and the critical need for mentoring across all domains of teaching, regardless of teacher characteristics. The findings suggest several needs: clear mentoring goals, better communication, effective mentor training, and a stronger instructional focus.