
Electronic Theses and Dissertations, 2004-2019

2006

A Case Study: Alternative Certification

Neleffra Marshall
University of Central Florida



Part of the [Educational Leadership Commons](#)

Find similar works at: <https://stars.library.ucf.edu/etd>

University of Central Florida Libraries <http://library.ucf.edu>

This Doctoral Dissertation (Open Access) is brought to you for free and open access by STARS. It has been accepted for inclusion in Electronic Theses and Dissertations, 2004-2019 by an authorized administrator of STARS. For more information, please contact STARS@ucf.edu.

STARS Citation

Marshall, Neleffra, "A Case Study: Alternative Certification" (2006). *Electronic Theses and Dissertations, 2004-2019*. 812.

<https://stars.library.ucf.edu/etd/812>



A CASE STUDY: ALTERNATIVE CERTIFICATION

by

NELEFFRA ANN MARSHALL
B.S. University of Central Florida, 1991
M.Ed. University of Central Florida, 1999

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Department of Educational Research, Technology and Leadership
in the College of Education
at the University of Central Florida
Orlando, Florida

Fall Term
2006

Major Professor: George E. Pawlas

© Neleffra A. Marshall

ABSTRACT

This study was a heuristic, descriptive case study of the Alternative Certification Program in 4 central Florida counties. The purpose of this study was to: (a) identify the awareness of the existence of the reported alternative certification components implemented by 4 counties in Florida, and identify any additional components; (b) determine the importance of the targeted teaching criteria needed for successful teaching as identified in the literature to the ACP teacher, principal and coordinator; (c) determine the advantages/disadvantages of the program as viewed by the ACP participants, principals, and coordinators; (d) identify how many of the 4 counties kept data on participants entering and leaving the program; (e) determine how many participants exited the program before completion; and (f) identify if a particular subject area had a higher percentage of ACP teachers.

The study was based on data gathered using the Alternative Certification Program Survey, a survey created by the researcher. The population for this study was 4 public school districts in central Florida. The completed surveys yielded a usable return rate of 41% (N= 258).

The researcher conducted the data analysis. Descriptive statistics were used to analyze the data. Results were presented as a whole, as well as disaggregated and presented by county.

Analysis of the data revealed: (a) that the awareness of the ACP components varied between counties and respondent groups of teacher participants, principals, and coordinators; (b) the teachers and principals did not agree on ranking the importance of

the teaching criteria needed for an ACP teacher to be successful, and the coordinators ranked all the criteria equally; (c) the perceptions of advantages of the ACP differed between the teacher participants, principals, and coordinators; (d) the perceptions of disadvantages of the ACP differed between the teacher participants, principals, and coordinators; (e) three of the counties kept entrance and exit data on the ACP; (f) only one county had 0% non-completion rate for ACP participants; and (g) highest number of ACP participants were entering into the subject areas of Math and Science.

Conclusions, recommendations for future research, and recommendations for alternative certification in central Florida were made. One recommendation for further research was for a study to be replicated with ACP teachers hired for another school year, and repeated in future years, to gather information concerning awareness of the existence of the ACP components, importance of teaching criteria needed for successful teaching, and advantages/disadvantages of the program as perceived by the teacher participants, principals, and coordinators. Another recommendation for future research was to replicate and conduct this study in other Florida counties in order to compare results with those of this study concerning the Alternative Certification Program.

I would like to dedicate this study to my family: husband, Michael W. Snider; father, Donald W. Marshall Sr.; daughter, Carmen K. Palmer; and son, Jarrod M. Snider. They have inspired, supported, encouraged and believed in me not only throughout this entire process, but also throughout my lifetime. It is they who I credit for helping me reach my goals by believing that I can achieve those goals.

I would also like to dedicate this to my two grandchildren: Xavier Dylan Snider and Mara Jade Palmer. Hopefully, this will show them that anything is possible if you set your goal, believe you can do it, and give it your all.

ACKNOWLEDGMENTS

I would like to acknowledge and thank those key people of whom without their support and assistance this would not be possible. I would like to thank my boss and friend, Kenneth J. Winn for his patience, understanding, encouragement, and allowance of personal days when needed. He prodded me along when I felt like giving up. We did this together and without his support, we would not be finishing together. I wish to thank Ruth Kirklin, Brittney Hill, Paul Wilhelm, Paola Montoya, and Christopher Tito for assisting me with mailing and tracking my 629 surveys. My sincerest thanks and appreciation goes to Sheri and Bartow Willingham for assisting me with my graphs and formatting. They spent countless hours assisting me with this process. I am totally indebted to Sheri and Bartow. Julie Kugelmann also deserves my gratitude for all the hours she spent proofreading my document. I'm sure she would have rather spent her time doing something more enjoyable, but she helped me instead. I also want to thank my family for their patience and encouragement even when I was frustrated and at my worst. Another person I have to thank is Marty Miller. Without her reminders to focus on past accomplishments, remain strong and determined, and especially to stop to smell the roses often, I would not have been able to overcome the obstacles that stood in my way of reaching this goal. In addition, I would like to thank my committee, Dr. Barbara Murray and Dr. Kenneth Murray for their support and guidance, and especially Dr. Tary Wallace for guiding me when I was lost and without a clue. I must thank my advisor, Dr. George Pawlas for his guidance, support, and patience. He was always available, either

by phone, email or in person. He continually provided advice and encouragement even when I strayed off the path. His continual persistence in contacting me helped keep me on track. I am most appreciative of all the time he gave me and for believing I could do this.

Finally, I would like to express my sincerest gratitude to my husband, Michael W. Snider. For almost 6 years he has endured my many nights of classes, countless late nights on the computer, and numerous cancelled weekend plans. He has supported me, encouraged me, and even coached me to continue this endeavor. He has stuck by me when I became frustrated and stressed. He has tolerated the lack of time we have had to spend together while I worked on this degree. His believing in me, even when I didn't believe in myself, helped me when I was at my weakest and wanted to quit. It is because of him that I am where I am today. Without his love and support, reaching this goal would not have been possible.

TABLE OF CONTENTS

LIST OF FIGURES	xiii
LIST OF TABLES	xiv
CHAPTER 1 THE PROBLEM STATEMENT AND ITS CLARIFYING	
COMPONENTS	1
Introduction.....	1
Purpose of the Study	2
Definition of Terms.....	4
Delimitations.....	5
Limitations	6
Assumptions.....	6
Significance of the Study	6
Conceptual Framework.....	9
Alternative Certification	9
Research Questions.....	10
Methodology	12
Population	12
Data Collection	13
Survey and Other Sources of Data.....	14
Data Analysis	15
Organization of the Study	15

CHAPTER 2 REVIEW OF THE LITERATURE	16
Introduction.....	16
Historical Overview of Teacher Certification.....	17
Types of Alternative Certification Programs	21
Components of the ACP	28
Advantages of Alternative Certification	34
Disadvantages of Alternative Certification.....	40
Summary	44
CHAPTER 3 METHODOLOGY	51
Introduction.....	51
Purpose.....	52
Population	53
Instrumentation	62
Formative Development of Survey.....	64
Content Validity.....	67
Reliability.....	72
Data Collection	73
Missing Data	76
Data Analysis	79
Data Analysis for Research Question 1	79
Data Analysis for Research Question 2	79
Data Analysis for Research Question 3	80

Data Analysis for Research Question 4	80
Data Analysis for Research Question 5	81
Data Analysis for Research Question 6	81
Summary	82
CHAPTER 4 ANALYSIS OF THE DATA.....	83
Introduction.....	83
Research Question 1	86
Teachers	88
Principals.....	89
Coordinators.....	91
Research Question 2	91
Teachers	91
Principals.....	96
Coordinators.....	99
Research Question 3	101
Advantages.....	101
Teachers	101
Principals.....	107
Coordinators.....	112
Disadvantages	116
Teachers	116
Principals.....	120

Coordinators.....	123
Research Question 4	126
Research Question 5	127
Research Question 6	130
CHAPTER 5 SUMMARY, CONCLUSIONS, IMPLICATIONS AND	
RECOMMENDATIONS	136
Summary	138
Research Question 1	138
Teachers	138
Principals.....	140
Coordinators.....	142
Research Question 2	142
Teachers	142
Principals.....	143
Coordinators.....	143
Research Question 3	144
Advantages.....	144
Disadvantages	144
Research Question 4	145
Research Question 5	146
Research Question 6	146
Conclusions.....	147

Awareness of Components	148
Importance of Teaching Criteria.....	148
ACP Advantages.....	148
ACP Disadvantages	149
Entrance and Exit Data	149
ACP Non-Completions	149
Subject Areas Attracting ACP Participants	150
Recommendations.....	150
Recommendations for Alternative Certification Programs in Central Florida	150
Recommendation for Further Research	151
APPENDIX A PARTICIPANT SURVEY INSTRUMENT	152
APPENDIX B PRINCIPAL SURVEY INSTRUMENT.....	157
APPENDIX C COORDINATOR SURVEY INSTRUMENT	162
APPENDIX D INITIAL LETTER	167
APPENDIX E INFORMED CONSENT	169
APPENDIX F COVER LETTER	172
APPENDIX G FOLLOW-UP LETTER.....	174
APPENDIX H FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	176
APPENDIX I IRB APPROVAL FORMS	189
APPENDIX J MISSING DATA TABLE.....	192
LIST OF REFERENCES	194

LIST OF FIGURES

1.	Teacher Ranking of Importance of Successful Teaching Criteria	94
2.	Subjects Taught by County 1 Teachers.....	131
3.	Subjects Taught by County 2 Teachers.....	132
4.	Subjects Taught by County 3 Teachers.....	133
5.	Subjects Taught by County 4 Teachers.....	134

LIST OF TABLES

1.	County 1 ACP	30
2.	County 2 ACP	31
3.	County 3 ACP	32
4.	County 4 ACP	33
5.	ACP Teacher Characteristics	57
6.	Majors for New Graduates.....	58
7.	Principals Characteristics.....	59
8.	Coordinator Characteristics	61
9.	Survey Content Specifications.....	67
10.	Results of Content Validation Procedure.....	70
11.	Surveys Mailed by Category.....	75
12.	Item Analysis for Missing Date on Teacher Survey.....	76
13.	Item Analysis for Missing Data on Principal Survey	77
14.	Total Survey Return Rate.....	84
15.	Percentage of Groups Correctly Identifying ACP Components.....	86
16.	Percentage of Teachers by County Correctly Identifying ACP Components.....	87
17.	Percentage of Principals Reported Perception Correct with Written Plan	89
18.	Teaching Criteria Ranking of Importance as Perceived by Teachers.....	93
19.	Teaching Criteria Ranking of Importance as Perceived by Principals	97
20.	Teaching Criteria Ranking of Importance as Perceived by Coordinators	99
21.	Advantages of ACP as Perceived by Teacher Participants.....	103

22.	Additional Advantages of ACP as Perceived by Teachers.....	105
23.	Advantages of ACP as Perceived by Principals	109
24.	Additional Advantages of ACP as Perceived by Principals	111
25.	Advantages of ACP as Perceived by Coordinators.....	113
26.	Disadvantages of ACP as Perceived by Teachers.....	118
27.	Disadvantages of ACP as Perceived by Principals	121
28.	Disadvantages of ACP as Perceived by Coordinators	124
29.	ACP Enter & Exit Data by County	126
30.	ACP Exit Data by County.....	127

CHAPTER 1

THE PROBLEM STATEMENT AND ITS CLARIFYING COMPONENTS

Introduction

In 1999, the U.S. Department of Education estimated between 1.7 million and 2.7 million new teachers would need to be hired by 2009 (Salyer, 2003). Whiting & Klotz (2000) predicted that by 2008, 2.2 million teachers would be needed due to increased K-12 student population and the rapid rise of retiring teachers. The increased demand for qualified teachers and the dwindling supply of candidates from traditional education programs created concern and a need for alternatives to combat the impending teacher shortage.

Much literature was published during the 1990s suggesting that teacher certification be addressed as a measure of combating the anticipated teacher shortage. One option to the teacher shortage was the creation of an effective yet, quicker route to teacher certification. Thus, the creation and availability of alternative certification programs dramatically increased. Shen (1998) reported that forty-one states had alternative certification programs in effect as compared to eighteen just a decade before. As of 2005, the number of alternative certification programs had grown nationally to forty-seven states and the District of Columbia (National Center for Education Information, 2005).

During the 2002-2003 school year, the Florida Legislature required that all school districts offer an alternative certification program (“New Alternative Certification Program Unveiled, 2002). Florida Statute Section 231.17(7)(a) stated:

By July 1, 2002, the Department of Education shall develop and each school district must provide a cohesive competency-based preparation program by which members of a school district’s instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in rules of the State Board of Education (Florida House of Representatives, p. 4).

The legislature defined the components to be included in the alternative certification programs. These state required components were: (a) survival training prior to assuming responsibilities of teacher on record; (b) pre-assessment of entry level skills; (c) individual training plan; (d) support team comprised of peer mentors and building administrators; (e) opportunities for collaborative assistance from higher education partners; (f) training curriculum that targeted the Florida Educator Accomplished Practices; (g) summative assessment that documented mastery of the Florida educator accomplish practices; and (h) Florida professional education certification test. As a result of the legislation, the Florida Department of Education required all Florida school districts to offer an alternative professional program by the 2002-2003 school year. Each district had to offer the program developed by the Department of Education or one developed by the school district and approved by the Department of Education.

Purpose of the Study

The purpose of this study was to: (a) identify awareness of the existence of the reported alternative certification components in 4 Florida counties; (b) determine the

importance of targeted criteria for successful teaching as identified in the literature to the ACP teacher, principal and coordinator; (c) determine the advantages/disadvantages of the program as viewed by the ACP participants, principals, and coordinators; (d) identify how many of the counties kept data on participants entering and leaving the program; (e) determine how many participants exited the program before completion; and (f) identify if a particular subject area had a higher percentage of ACP teachers.

The four public school districts used in this study were chosen after the researcher contacted all 67 counties and requested copies of each public school district's alternative certification program. The researcher received a response and/or a copy of the program from 63 of the counties. Many of the responses indicated that some of the public school districts used the state's on-line program as their program. Most of these school districts were located in small counties and did not have many individuals applying for alternative certification. In some districts, no individuals had ever applied for alternative certification. Therefore, it was more economical for those school districts to utilize the state's on-line program. Other public school districts provided copies of their alternative certification programs but reported that they have very few interested persons. In addition, one public school district utilized a local university and did not have any district level person managing their program. When it became evident that the public school districts in Florida were so varied in their need for teachers and the availability of ACP participants, the researcher chose to select 4 public school districts that were close in proximity, were large counties (served over 50,000 students), had a written and state approved program, and hired more than a hundred teachers annually. Therefore, Brevard,

Orange, Seminole, and Volusia counties were studied as it was decided these public school districts would be reflective of the Central Florida area.

Examining the subjects' knowledge of the components of the ACP, views of the targeted criteria, perceptions of advantages and disadvantages of the program, subject areas attracting the most participants, and data related to the number of participants entering, exiting, and not completing the program as it related to each county could produce selective characteristics useful for formative evaluations of the alternative certification programs. The counties will hereafter be referred to as County 1, County 2, County 3, and County 4. The number assigned to the counties and the actual county itself will be only identified to the researcher.

Definition of Terms

The following definitions are included to clarify terms used in the study:

Alternative Certification – An option for non-education majors to obtain teaching certification when they have significant subject-area expertise or background that allows them to get hired full-time as a teacher while completing competency based assessment and attending education preparation classes (Wright, 2001).

Participants – Teachers who participated in an alternative certification program in one of four central Florida public school districts.

Central Florida Counties – Brevard, Orange, Seminole, and Volusia which will be assigned a random number, 1, 2, 3, or 4, and that number will only be identified to the researcher.

FPMS - Florida Performance Measurement System: a summative observation instrument used to assess teachers on the 12 accomplished teaching competencies.

Successful Teaching Targeted Criteria – Teaching qualities from the literature that were deemed important for success as a teacher. The criteria were: (a) extent of pedagogical knowledge; (b) variety of teaching strategies; (c) classroom management techniques; and (d) understanding of the learner.

Florida Educator Accomplished Practices - teaching criteria or qualities the Florida Education Standards Commission determined to be needed for teachers of the twenty-first century (See Appendix H).

Delimitations

1. The study was delimited to Brevard, Orange, Seminole, and Volusia public schools in the state of Florida.
2. The data source was delimited to the documents that describe the district offered program requirements submitted by each of the four central Florida public school districts.
3. The study was delimited to data reported by the ACP teachers, principals, and coordinators from the four Central Florida public school districts.
4. Even though there were other routes to alternative certification, this study was delimited to the alternative certification route mandated by the state and implemented by the four Central Florida public school districts.

Limitations

1. The results of this study were limited to the accuracy of the responses provided by each school district's ACP coordinator.
2. The results of this study were limited to the accuracy of the responses provided by each school district's ACP participants.
3. The results of this study were limited to the accuracy of the responses provided by each district's principals.
4. The results of this study were limited to the validity and reliability of the survey instrument and data collection.

Assumptions

1. It was assumed that the actual policies in effect in the four counties were the alternative certification programs that were submitted and approved by the state of Florida.
2. It was assumed that the data collected from the state of Florida and the school districts were accurate and contained current information.

Significance of the Study

According to Feistritzer & Chester (as cited in Legler, 2002), some 45 states and the District of Columbia offered "alternative certification" programs in an effort to confront the teacher shortage problem. In 2005, alternative certification programs were found in 47 states and the District of Columbia with the existence of 122 different

formats (National Center for Education Information, 2005). One reason for the numerous formats found throughout the United States was that some states required trained mentors while others only required mentors with no specifications regarding training (Berry, 2001). Feistritzer (2000) provided another explanation when reporting that many states, such as Texas, had as many as 27 different alternative programs.

Because Florida was experiencing a large growth in population, and because of the class size requirement mandated by the Florida Legislature, this study reported on Florida and the requirements found in that state. According to the 2000 Census, Florida's population increased by approximately 3 million residents, an increase of 23.5%. This made Florida the seventh state in the nation with the highest percentage increase during the 1990's (Floridians for a Sustainable Population, 2006). Enterprise Florida Regional Profile Data reported that between 1995 and 2005, central Florida's population increased by about 30%, while the state only grew by 22.4% and the nation by 11.3% (2006).

The researcher chose to look at a specific region in Florida. The region chosen was central Florida. The public school districts in central Florida included: Brevard, Lake, Marion, Orange, Osceola, Seminole, Sumter, and Volusia. As of the 2004-2005 school year, Lake and Marion public school districts served between 35,533 and 39,713 students, respectively. Sumter public school district served 7,060 students (Florida Department of Education, 2006). However Brevard, Orange, Seminole, and Volusia were larger districts and served over 60,000 students (Florida Department of Education). In addition, these public school districts had district coordinators responsible for creating and implementing a state approved alternative certification program. Therefore, this

study contained data pertaining to these four counties. Due to the large size of the 4 public school districts and the proximity of the districts to each other, this study could be utilized by all the counties in central Florida for formative evaluation information about alternative certification programs.

The Economist magazine reported Emily Feistritzer had stated that as of 2002, 175,000 teachers had been trained through alternative certification routes (“The Door Opens,” 2002). The National Center for Educational Information (2005) estimated that as many as a third of all new teachers were entering the teaching profession through an alternative route. Alternative Certification programs eliminated obstacles for people wishing to receive a license to teach, thereby, making the career change to teach more attractive. Feistritzer (1993) reported from 1985 to 1990, only about 20,000 persons had been certified through a “true” alternative route and by 1992 an estimated 40,000 had been certified through alternative certification. In 1998, the estimate for alternative certified teachers rose to 35,000 (National Center for Education Information). The National Center for Education Information reported that 250,000 people had entered teaching since the mid-1980s through some type of alternative teacher certification route. Anderson & Bullock (2004) reported that the number of alternatively certified teachers was expected to grow due to The No Child Left Behind Act of 2001, an increased growth in student enrollment, and an increased number of failing public schools.

This study investigated the information and data pertaining to the current Alternative Certification Programs utilized in four central Florida counties. The analyzed data: (a) identified the awareness of the alternative certification components as planned

by the public school districts; (b) identified the ranking of the targeted criteria for successful teaching to the ACP teacher, principal and coordinator; (c) identified the advantages and disadvantages of the ACP as perceived by the ACP teachers, principals and coordinators; (d) determined which content area had the most ACP teachers within the 4 school districts; and (e) contributed to the existing body of alternative certification literature available pertaining to ACP participants.

Conceptual Framework

Alternative Certification

Alternative Certification was defined as an alternative route for non-education majors to become certified to teach (Corbin, 1992; Shen, 1998; “The Door Opens”, 2002; Wright, 2001). Klagholz (2001) reported that some programs were designed to allow individuals with significant subject-area expertise or background to teach full-time while completing teacher preparation education. Some programs provided a few weeks of training prior to being placed in classrooms (Wright). Other programs required course offerings in pedagogical techniques and content knowledge with a supervised internship before entering a classroom (Shen). Alternative certification programs usually required state examinations and in-class assessments (Shen, Wright). Alternative Certification programs eliminated obstacles for people wishing to receive a license to teach, thereby, making the career change to teach more attractive (Wright). It was suggested throughout the literature that alternative certification provided excellent teachers by tapping the resources from other career fields. Employment mobility and mid-career changes

provided professional persons who could be utilized in the field of education (Feistritzer, 1993).

The growing interest in teaching included people in other careers who desired to teach, military personnel relieved due to downsizing or facing retirement, former teachers trying to get back into the profession, people who trained years ago but never taught, and current university students (Feistritzer, 1993; Graves, 1994; Kleiner, 1998; Kosnett, 1993; Shen, 1998; “The Door Opens”, 2002). These interested individuals pursued several different alternative certification programs, but all the options included formal instruction and mentoring while teaching. For these individuals, those who did not have the time, money, or desire to pursue a degree in education, alternative certification provided a more efficient access to a career in education.

The Florida counties that were included in this study were compared by examining any differences or similarities that were shared. While the Florida Department of Education required the aforementioned components, each county submitted a specific plan of how that component would be addressed. In summary, each county had to include the required components set forth by the Department of Education (D.O.E.), but each county could individualize those requirements if the D.O.E. approved the counties’ plan.

Research Questions

The study was guided by the following research questions:

1. What were the components implemented by the 4 counties? If there were additional components than those required by the state, were there any similarities? What was the awareness of the existence of the reported components by the ACP teachers, principals and coordinators?
2. Of those criteria deemed as most critical in the literature for successful teaching, how did the following rank the criteria:
 - a. ACP teachers?
 - b. Principals?
 - c. Coordinators?
 - d. How did the groups compare in their rankings of the criteria?
3. What were the advantages/disadvantages of the program as viewed by the ACP participants, principals, and coordinators? Did their views differ or were they similar?
4. How many counties kept data on participants entering and leaving (completing) the program each year?
5. How many participants exited the program before completion?
6. Was there one particular subject area that appeared to have a higher percentage of ACP teachers? Was that true for all 4 counties?

Methodology

Population

The population for this study was the ACP teacher participants, school principals of those ACP teacher participants, and the ACP coordinators of the four central Florida public school districts: Brevard, Orange, Seminole, and Volusia.

Central Florida was chosen by the researcher because of its rapid growth, size and location. Data found from Enterprise Florida Regional Profile (2006) showed that for the last ten years, this area has grown at a faster rate than that of the state or nation. In 2005, Central Florida's population was over 3.3 million, which was about 18.7% of the entire state's population (Enterprise Florida Regional Profile Data, 2006). Four central Florida counties had populations less than 303,000 and four of the counties had populations over 400,000. When looking at central Florida's population by age group, more people were found in the age group of 5 to 44 than were found in the entire state, with 32% of them being younger than 25 years old (Enterprise Florida Regional Profile Data). This area housed more than 50% of the high-tech companies in Florida and accounted for significant technological advances in the state, and as a result, central Florida's rate of employment had outpaced that of the state for the past ten years (Enterprise Florida Regional Profile Data, 2006).

The four public school districts chosen had populations over 400,000 and served over 50,000 students. These districts also had coordinators that created and implemented a state approved alternative certification program and had a need for at least three

hundred teachers annually due to migration (Enterprise Florida Regional Profile Data, 2006). For these reasons, the researcher chose these public school districts to reflect formative information for evaluation of the ACP in central Florida.

Data Collection

Data were collected using the survey instrument, Alternative Certification Program, designed by the researcher. This study was a heuristic, descriptive case study. Participants in the program were asked to respond to 14 questions, principals with teachers in the program were asked to respond to 9 questions, and program coordinators responded to 12 questions. All three surveys also included a section for additional comments. All the items asked the respondents to indicate their answer from a set of answers already provided to them. The last item on each of the three surveys were open ended for additional comments.

All the teacher participants in the four school districts' alternative certification programs were mailed an individualized cover letter (See Appendix D), an informed consent form (See Appendix E), and a stamped self-addressed stamped envelope in September 2005. The teacher survey instrument (See Appendix A) and stamped self-addressed envelope were mailed to the participants in October 2005. The participants received a stamped self-addressed envelope to mail the survey back to the researcher by November, 2005. The number of ACP participants was 466 for the four school districts. The participants were asked to respond to questions to assess their awareness of the components of their county's alternative certification program, opinions of the

advantages and disadvantages of the program, current teaching position, background history, and time in the program. These data gave the researcher information about the views and backgrounds of the ACP participants.

The same procedure was used with the ACP coordinators and principals. Four coordinators were sent surveys (See Appendix C) and 184 principals were surveyed (See Appendix B). The data collected were analyzed to determine if the participants, coordinators, and principals had the same awareness of the components of their alternative certification programs. These findings could be utilized by central Florida coordinators for formative evaluation of the ACP. The findings could also be used by the ACP coordinators to improve the design of the ACP so it aligns the views of the participants with those of the principals. A mutually beneficial ACP program could assist in the recruitment and retention of effective educators from other career fields and thus, help alleviate the current and future shortage of teachers.

Survey and Other Sources of Data

The component requirements utilized by the four central Florida counties' ACP were analyzed. Data were also collected reporting the number of participants entering and exiting the program annually in each of the four districts. Data also included the number of those participants completing and not completing the program. These data were used to determine the number of new participants entering the programs yearly and the retention of those participants in each of the four districts.

Data Analysis

Descriptive analysis of the data obtained in this study was conducted by using Excel for Windows and SPSS 11.0 for Windows. Tables and figures were used to present item-by-item responses for the participants, coordinators, and principals.

Organization of the Study

Chapter 1 introduced the problem statement and its design components. Chapter 2 reviews the literature and related research relevant to the problem of this study. Chapter 3 will present the methodology and procedures used for data collection and analysis. Chapter 4 will describe and contain the analysis of the collected data. Chapter 5 will offer a summary and discussion of the findings of this study, implications for practice, and recommendations for future research.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

The review of literature for alternative certification programs revealed more opinion articles than empirical information. The criteria for this review of literature was limited to the empirical studies including the criteria or qualities needed for effective teaching and the essential components of a successful alternative certification program. Some of the advantages and disadvantages of the ACP were not found in the literature to be empirically based, so the researcher will advise the reader whenever this occurs.

The increased demand for qualified teachers and the dwindling supply of candidates from traditional education programs resulted in a dramatic increase of alternative certification programs. Schools of education usually graduated only 50% of their candidates and only 70% of them actually enter teaching (Berry, 2005). In Florida, constitutional amendment Article IX, Section 1, greatly impacted the additional need for teachers. This amendment required that core classes must comply with a specific class size in an effort to provide high quality education utilizing a smaller ratio of students to teacher (Class Size Reduction Amendment, 2002). This amendment mandated that by school year 2010 the maximum number of students in prekindergarten through grade 3 would not exceed 18, grades 4 through 8 would not exceed 22, and grades 9 through 12 would not exceed 25. Recruiting and retaining quality teachers through alternative

certification programs was viewed as a viable solution to the impending shortage of educators, especially in Florida

Shen (1998) reported that forty-one states had alternative certification programs in effect as compared to eighteen just a decade before. As of 2005, the number of alternative certification programs had grown to forty-seven states and the District of Columbia (National Center for Education Information, 2005). Alternative Certification could expand the teacher pool by training non-education majors to provide quality educational opportunities to the increasing student population in Florida. However, the ACP teachers must be given adequate training and support in order to become a viable option for increasing the teacher pool with qualified educators (Cooperman, 2000).

Historical Overview of Teacher Certification

In 1684, Massachusetts tried to license individuals wishing to teach, but shortages made that impossible (Brown, Veughn, & Smith, 2004). In the late 1700s, clergy within the domain of the church were responsible for educating the youth to be literate members of society. The clergy were required to have little more than the ability to read and write (Brown et al.). There were not any selection or recruitment procedures, and the ministers did not receive any formal training because no institutions were available for training (Dial & Stevens, 1993).

The age of industrialization resulted in a decrease of male educators. During this time, males were able to secure non-skilled positions that paid more than a career in teaching (Brown et al., 2004). Brown et al. reported the decrease of male educators in

1880 to only 32.2% of total educators in the nation, and spiraling downward to only 15.5% in 1920. Thus, the emergence of more females entering into a career as an educator. After 1920, male teachers increased but only in the high school, not the elementary school. By 1983 males comprised almost 51% of the nation's high school teachers with a slight decrease experienced during the 1990s (Brown et al.).

Dial & Stevens (1993) reported that the 19th century brought the establishment of free public schools. The demand for teachers also resulted in more women entering the teaching profession. There were still no formal selection or recruitment procedures and the only requirement was that the individual must be of good character. The only required certificate was the moral certificate in which the teacher promised to involve herself in church activities, refrain from dancing and immodest dressing, promise not to fall in love or encourage familiarity with boy students, promise to maintain a nutritional diet, sleep eight hours a night, and remain in good spirits (Peterson, 1971). Public education developed rapidly and the demand for better-prepared teachers caused the creation of schools designed for teacher preparation.

The first training school was started in Concord, Vermont in 1823 and was called the normal school (Dial & Stevens, 1993). Vermont's congregational minister, Reverend Samuel Read Hall, utilized his home to prepare young boys to be teachers. This teacher preparation program required the boys to complete three years of training (Brown et al., 2004). Horace Mann presided over the establishment of the first public normal school in 1839 (Cremin, 1957). The normal schools initially were for training teachers who were already teaching but soon began attracting new teachers and

developed into educational training institutions. The normal schools were limited to elementary school training but gradually changed to include secondary preparation throughout the 1800s (Kosmoski, 1997). Normal schools grew in number from 69 to 289 from 1870 to 1900 while teachers increased from 201,000 to 423,000. Normal schools became the place for high school teachers and administrators to obtain training. However, elementary teachers obtained subject knowledge and teaching methods from county, city, and high school normal departments, as well as teacher institutes (Brown et al.).

Dial & Stevens (1993) reported that certification for teachers changed from lay certification (i.e. community residents) to state certification boards during the second half of the 19th century. In 1921, no state required a college education for elementary school certification. Also during this time, 30 states did not have stipulations for college courses; 14 only required high school graduation; and 4 required some additional post high-school requirements. At this time certification shifted from an examination of elementary school subjects to the requirement of some form of college preparation for both elementary and secondary licensure (Brown et al., 2004). After World War I, the idea of four years of college became a rule rather than an exception for teachers. It was no longer believed that teachers only needed slightly more knowledge than the students they taught. In 1827, New York became the first state to pass legislation mandating the training of teachers (Brown et al.). Throughout the 1930s, teacher education and certification were not very structured. The teacher preparation and certification systems

began in the 1920s and 1930s and continually developed throughout the 1940s and 1950s (Dial & Stevens).

Brown et al. (2004) reported that universities began to expand educational offerings during the early 20th century and colleges of education offering undergraduate and graduate programs started to emerge. Ryan (1975) reported that by 1896, 220 out of 430 colleges and universities in the United States offered teacher education courses. Accreditation of the educational preparatory institutions began to occur in the early 1900s. Education was accredited in 1927 and then again in 1951 as teaching became more professionalized. In 1927, normal schools were accredited and then in 1951 with the institutes of higher education offering preparatory courses, education was accredited again (Brown, et al.).

Dial & Stevens (1993) reported that there was no consistency among states regarding requirements for certification so reforms were discussed and tried during the 1960s. The education degree was not considered on a par with degrees from other areas and this contributed to the disagreement on what was the best preparation for teachers. In the 1960s, some states implemented an alternative route for certification. An alternative route for certification did not continue into the 1970s because teacher supply met the demand for teachers (Dial & Stevens). In 1988, upon election, President George H. W. Bush endorsed alternation certification as his only education proposal (Dial & Stevens).

Dial & Stevens (1993) credited the publishing of A Nation At Risk with the changing of state policies regarding certification (“A Nation at Risk”, 1983). Education was viewed as being in a crisis and thus, more stringent certification requirements were

discussed and implemented. Attention was focused on teacher preparation again when the Carnegie Report, A Nation Prepared: Teachers for the 21st Century was published in 1986 (Carnegie Forum on Education and the Economy, 1986). During the 1980s and 1990s, reforms suggested expanding teacher education to a fifth year and/or a master's degree (Brown, et al.). Much literature was published during the 1990s suggesting that teacher certification be addressed as a measure of combating the anticipated teacher shortage (Chaddock, 1999; Gregory, 1992; Kosnett, 1993). Whiting & Klotz (2000) predicted that by 2008, 2.2 million teachers would be needed due to an increase in K-12 student population and the rapid rise of retiring teachers. Mosle (1995) reported that more than 2 million new teachers would need to be hired over the next decade. In 2004, the National Center for Education Statistics reported that actually 3.5 million public school teachers were employed in the fall of 2004. This was an increase of 27 percent since 1990.

Dial and Stevens (1993) stated that three conclusions could be derived from the history of American education and certification:

- (1) Teacher education had not been respected.
- (2) Policies on teacher education and certification followed the supply of and demand for teachers.
- (3) There had been no consistency between states, or within states over time, regarding policies of teacher education and certification. (p. 10).

Types of Alternative Certification Programs

Wright (2001) researched the typical requirements for most alternative certification (AC) programs and found that they included a bachelor's degree, minimum

college GPA, significant coursework in the subject the individual wished to teach, and passing scores on a content-based test. Many programs also offered collaboration between local school districts and nearby universities (Wright).

New Jersey, the first state to offer alternative certification, started offering this route to certification in 1985 after legislation in 1984. The alternative certification candidate in New Jersey received 20 days of full time mentoring, 30 weeks of support by district personnel, supervision and evaluation from school based professionals for 34 weeks, 200 hours of formal instruction, and 13-17 college credits from a college offering the specialized alternative route (A Comparison of Alternate and Traditional, 2005).

New Jersey set the framework for alternative certification programs. Most of the programs reviewed throughout the United States offered a mentoring portion during the one-to-two year AC internship (Anderson & Bullock, 2004; Dial & Stevens, 1993; Salyer, 2003; Wright, 2001).

Texas removed their requirement of alternative certification being used only for teacher shortages in 1989. Soon after the removal of this requirement, Texas saw an increase in newly hired teachers (Brown, et al., 2004). The Texas program was a one year program that required an exam to increase test familiarity and assess the individual's strengths and weaknesses. An additional requirement provided training to assess the candidate's own understanding of learning, suitability toward a profession in education, and commitment to students, as well as increasing the candidates' knowledge base. The training consisted of five weeks and the topics ranged from learning styles, effective communication, classroom management, measurement and evaluation, multiculturalism,

special education and inclusion, and the law. The trainings occurred during the regular school year. All candidates were also required to conduct a minimum of twenty hours of classroom observation or substitute hours. The ACP teacher was considered to be in an internship year their first year of teaching. The ACP teacher received a classroom of students like any other teacher, but they were enrolled in a support program and assessed a fee of \$3600.00 during the internship year (Texas Alternative Certification Program, 2005).

Some AC programs, such as the N.C. Teacher program in North Carolina required the AC candidates to receive a semester or more of abbreviated teacher preparation classes during the summer prior to teaching (Beck-Frazier, 2005). After the AC teacher entered the classroom, pedagogy classes were required throughout the year. New York implemented a fellows program for alternative teachers (Gursky, 2001). These new teachers received intense summer training, two days observing summer school, attended classes at the local university during the year, met on regular basis as a group, and worked with an experienced mentor teacher at their assigned schools.

Colorado offered a one-year alternative program and a two-year teacher in residence program for individuals that desired to become a teacher but did not go the traditional educational route (Alternative Teaching Licensing Program, 2005). Designated agencies provided the alternative teacher program to the teacher participants in Colorado. These agencies were approved by the Colorado Department of Education. Candidates took 225 hours of planned instruction and activities and were assigned a team consisting of a principal, licensed mentor teacher and a representative of an institution of

higher learning. The alternative educators received a license for one year until successful completion of the program. The participant was eligible for a three year Provisional Teacher license after successfully completing the program. The two year teacher-in-residence program received a two year license until successful completion of the program occurred. These candidates received a similar support team as the alternative educators but in addition, received a minimum of 100 hours of supervision and observation in the classroom and took teacher preparation courses for two years.

Florida developed a required alternative certification program that was implemented in 2002-2003. This program was designed to support full-time teachers who were eligible for a temporary Florida educator certificate. The researcher contacted all 67 public school districts in Florida and requested a copy of their alternative certification program. Of the 67 public school districts, the researcher obtained 63 copies of the ACP. Florida provided the Alternative Certification Program on-line, but flexibility was allowed in how each county offered the program. School districts could create their own program if it contained the components mandated by the state, or the district could opt to use the state's on-line program. Most medium and large public school districts developed and obtained state approval for a program to meet the needs of their individual district. However, smaller counties that did not have many ACP candidates opted to utilize the state's on-line program. While school districts offered different alternative certification programs, all programs had to be based upon the twelve Florida educator accomplished practices. Although flexibility was allowed in how each county offered the program, all programs had to include the following state components:

(a) survival training prior to assuming responsibilities of teacher of record; b) pre-assessment of entry level skills; (c) individual training plan; (d) support team comprised of peer mentors and building administrators;(e) opportunities for collaborative assistance from higher education partners; (f) training curriculum that targeted the Florida educator accomplished practices; (g) summative assessment that documented mastery of the Florida educator accomplished practices; and (h) passing the Florida professional education certification test (“New Alternative Certification Program Unveiled”, 2002) .

Florida Department of Education (2005) provided specific definitions for the required components. Survival training had to provide an orientation to the school and district. It had to include an introduction to effective teaching behaviors, an introduction to the Florida educator accomplished practices, legal and ethical guidelines, classroom and behavior management tools, basic lesson planning, and multicultural and multilingual issues for consideration as a teacher. Pre-assessment of entry level skills was required to determine the learning needs of each participant and then an individual training plan had to be developed to outline the structured learning experiences for each participant. The state mandated that every ACP had to have a support team consisting of a peer mentor, on-line tutor, building level administrator, and an outside educator. The role of the peer mentor was to offer face-to-face feedback and assistance while the on-line tutor provided guidance, feedback, and assessment of work products developed after learning activities. The on-line tutor could be replaced with district workshops if a district had it included in their approved plan. A building level administrator had to verify successful demonstration of all the accomplished practices. The state also required that an outside

educator (district level or higher education) had to be available to offer collaborative feedback to the teacher participant. Another requirement for a state approved ACP was the inclusion of training curriculum that provided in-depth learning experiences for the teacher participant to gain acquisition of the Florida educator accomplished practices. The last two requirements were summative assessments and the Florida professional education certification test. A summative assessment was a standards-based means of determining mastery of the accomplished practices, and the certification test demonstrated knowledge of educational pedagogy (Florida Department of Education).

The twelve educator accomplished practices that were deemed necessary for all teachers were in the areas of:

- (1) Assessment
 - (2) Communication
 - (3) Continuous Improvement
 - (4) Critical Thinking
 - (5) Diversity
 - (6) Ethics
 - (7) Human Development & Learning
 - (8) Knowledge of Subject Matter
 - (9) Learning Environments
 - (10) Planning
 - (11) Role of Teacher
 - (12) Technology
- (Florida Department of Education, 2005)

The definitions for the Florida Educator Accomplished Practices can be found in Appendix H.

The ACP programs that were approved by the state and used in the four districts had many similarities. All four counties required the same qualifications for participating in the alternative certification program, but one county had an additional requirement

linked to employment. County 4 required the ACP participant to continue employment in the county for at least one full year.

The ACP components of the four counties were similar and consisted of an initial screening, completion of accomplished practices, a peer mentor teacher, and a portfolio. The initial screening varied from county to county but was an interview to assess a potential participant's knowledge and personal characteristics. Completion of the accomplished practices also varied from school district to school district. Most of the districts required workshops and in-services. However, some also included courses taught at local community colleges. Each district assigned a mentor teacher to provide assistance and feedback to the participants. Also a portfolio was required by all the school districts in which the participant documented successful completion of the accomplished practices. The portfolio contained work samples, lesson plans, and administrator observations.

In addition to the above requirements, one county also included a practice module of reading. The amount of time a participant was required to stay in the ACP was also analyzed. It was found that the length of the program varied between the counties. Two of the counties required two years of participation while the other two required one year but allowed an extension into a second year. The cost of the programs also varied from county to county. The cost ranged from \$450.00 to \$1000.00.

Components of the ACP

The components of the alternative certification that were used by the researcher in the survey instruments were literature based. While the components varied somewhat in the literature, they generally included: workshops/in-services, supervised internship, course work, state exams, in-class assessments, mentoring, and university support.

The workshops/in-services that were deemed an essential component of the ACP usually consisted of teaching skills and knowledge for “survival” during the first few days of school (Anderson & Bullock, 2004; Humphrey & Wechsler, 2005; Justice, et al, 2003; Wright, 2001). A supervised internship was generally found as being a component needed for success in the ACP (Humphrey & Wechsler; Justice, et al.; Shen, 1998; Wright). However, most programs reviewed did not offer an internship, including the four programs used in this study. Course work and university support were the other lacking component in most alternative certification programs (Humphrey & Wechsler; Shen; Salyer, 2003; Wright). Of the four programs studied, two included university support and course work. State exams were found to be a requirement for most alternative certification programs (Humphrey & Wechsler; Shen; Wright). The four programs studied all required successful completion of the state exam. Another essential component of a successful ACP was in-class assessment (Humphrey & Wechsler; Shen; Wright). The programs used in this study all included in-class assessment as a program component. The last, but perhaps according to the literature, one of the most important components to an ACP was mentoring (Humphrey & Wechsler; Justice, et al.; Salyer; Wright). Once again, the programs used in this study included mentoring as a

component to their plan. The four tables that follow show the alternative certification programs approved for the four central Florida public school districts that were studied.

Table 1
County 1 ACP

County 1	Qualifications	Procedures	Components	Length	Cost
	<ul style="list-style-type: none"> • Employed as a teacher in assignment that does not vary from day to day • Hold at least a bachelor's degree & meet subject area requirements • Hold or be eligible for temporary teaching certificate • Obtain signature of hiring principal • Sign ACP Intent to Participate 	<ul style="list-style-type: none"> • Initial Screening • Principal conducts FPMS observation • Accomplish. Practices Interview & Self-Assessment • Baseline Professional Development Plan • Register for appropriate cluster seminars and/or interactive workshops • Receives mentor support team • Receives a personal mentor for minimum of 3 days and a maximum of 6 days 	<ul style="list-style-type: none"> • FPMS Initial Screening Observation Instrument • Self-Assessment on 12 Accomplish. Compet. • Pre-Test for each module • 3 Seminars at Brevard Community College • Professional Devel. Plan <p>Final Assessments</p> <ul style="list-style-type: none"> • FPMS final observation • Successful completion of module post-tests of 80% or higher <p>Successful completion of portfolio for all 12 accompl. practices</p>	<ul style="list-style-type: none"> • 30 hr initial prep prior to teaching - Learning; Environ.; • Role of Teacher • Min. of 180 days of successful teaching under supervision of ACP team • Up to 135 hrs of seminars and 45 hrs workshops based upon Professional Dev. Plan • Complete w/in validity period of temporary certificate • Must pass General Knowledge, Professional Ed., and Content Area Tests • Written verification of competency from Principal • Completed Portfolio 	<p>\$150 per seminar=\$450</p>

Table 2
County 2 ACP

County	Qualifications	Procedures	Components	Length	Cost
2	<ul style="list-style-type: none"> Employed as a teacher in assignment that does not vary from day to day Hold at least a bachelor's degree & meet subject area requirements Hold or be eligible for temporary teaching certificate Obtain signature of hiring principal Sign ACP Intent to Participate 	<ul style="list-style-type: none"> Hiring principal gives non-education majors an ACP Inquiry form to complete and mails it to district District forwards an application to the perspective ACP candidate Candidate then obtains signature of hiring principal District forwards ACP portfolio to hiring principal who coordinates the program on site 	<ul style="list-style-type: none"> Entry level assessment & competency demonstration Successfully complete following Accomplished Practices: Diversity, Ethics, Human Dev. & Learning, Role of Teacher, Technology Professional Development Plan Professional Development Seminars: Curriculum, Instruct. & Assessment, Student & Classroom, Harry Wong & Coop. Discipline, FPMS, First Days of School, ESOL strategies, Instruct. Technology, Code of Ethics, Role of K-12 Teacher 	<ul style="list-style-type: none"> Minimum of 6 observ. during 4 semesters Within 180 days, must get approval of building level principal and endorsement of Support Team for an additional 360 days Completed competency portfolio Written verification of successful teaching experience for a minimum of 180 days Written verification of successful completion of professional dev. components 	\$800

Table 3
County 3 ACP

County 3	Qualifications	Procedures	Components	Length	Cost
	<ul style="list-style-type: none"> Employed as teacher in assignment that does not vary from day to day Hold at least a bachelor's degree & meet subject area requirements Hold or be eligible for temporary teaching certificate 	<ul style="list-style-type: none"> ACP committee reviews file of each candidate Opportunities for math, science, or technology teachers to pursue a higher degree in that area or appropriate course work to become in-field teachers Candidate registers for appropriate Accompr. Practices modules Mentor Support Team is assigned Personal mentor assigned for minimum of 2 and maximum of 5 full days Completion of 216 hrs: 30 hours of prep prior to teaching; min. 180 days of teaching under supervision of Support Team; additional modules based upon ACP initial evals 	<ul style="list-style-type: none"> FPMS Initial Screening Observation Instrument Self-Assessment on 12 Accompr. Practices Pre-test for each module Program of study (potentially 216 hours) Includes ESOL training and CRISS training <p>Final Assessment</p> <ul style="list-style-type: none"> FPMS final observation Successful completion of module post-tests of 80% or higher Portfolio of successful completion of all 12 accompr. practices 	<ul style="list-style-type: none"> Completed portfolio Four 18 hr Accompr. Practices trainings One 6 hr training in ESOL Two 54 hr module clusters of Accompr. Practices Written verification from Principal & ACP Support Team of successful completion for 12 Accompr. Practices Successful teaching experience for a minimum of 180 days Passing scores on all required tests for certification: General Knowledge, Professional Education, & Subject Area tests 	\$1000

Table 4
County 4 ACP

County	Qualifications	Procedures	Components	Length	Cost
4	<ul style="list-style-type: none"> Employed as a teacher in assignment that does not vary from day to day Hold at least a bachelor's degree & meet subject area requirements Plan on continuing to teach in the county for at least a full year 	<ul style="list-style-type: none"> Complete a Program Inquiry Form Submit form to the Alternative Certification Specialist Official Transcript of college coursework Statement of Eligibility form Florida Department of Education 	<ul style="list-style-type: none"> 13 in-services modules of Accomplished Practices Three 6 hr workshops (Saturdays and Tuesday throughout the year) Support Team assigned Principal conducts an initial screening observation near the end of the year to assess readiness to exit the ACP Three additional observations to be conducted by principal & peer teacher Peer teacher is available to answer questions ACP mentor meets with candidate at least 6 times throughout the year An additional practice module defined as imperative: READING 	<ul style="list-style-type: none"> Designed to be completed in a full school year, but may be extended into a second year Paper and pencil task or collections of artifacts to document achievement of Accomplished Practices Successful score on General Knowledge, Professional Educator, and Subject Area exams 	\$900

Advantages of Alternative Certification

One benefit of alternative certification was that these programs seemed to attract more minority persons than the traditional certification (Feistritzer, 1993). Ng (2003) cited research that also supported the argument that minorities were attracted to the alternative certification route. This was an important benefit because the percentage of minority students in the population was increasing but minority educators were decreasing. Shen (1998) referenced data from the Public School Teacher Questionnaire of SASS93, a large national survey designed by the National Center for Education Statistics and carried out by the U.S. Census Bureau. Data extracted from the survey supported that alternative certification recruited a larger percentage of minorities (Shen). This survey contained additional data to support that a very high percentage of the AC minority teachers (87%) worked in urban schools where minority students were the majority. Chaddock (1999) also reported that 41% of AC teachers were willing to teach in inner cities as opposed to less than 10% of traditional college trained teachers. Ng (2003) also reported that regardless of the number of teachers available, there were shortages in major urban areas. Berry (2005) reported an incentive program in Chicago that targeted prospective teachers for urban school settings. This incentive recruits candidates by offering a \$30,000 salary and a tuition-free master in arts teaching degree, in exchange for a commitment to teach in a city school for five years. The candidates have mini-internships in some of the most challenging schools to help prepare them for the urban obstacles they will face. This program was designed to recruit, prepare, and retain diverse teachers from the traditional and alternative programs. Berry found

programs such as these could prove more beneficial in resources and research than studying which of the models, traditional or alternative, resulted in more diverse teachers.

Clewell & Villegas (1998) agreed with the importance of a more diverse teaching force for American education. They cited the need for relevant examples from the students' lives when introducing or clarifying concepts. If teachers knew very little about the experiences or perspectives of their minority students it was difficult to provide relevance to the curriculum and thus, capitalize on the students' learning. It was also discussed that most minority students came from economically disadvantaged homes and had few professional role models that were racially or ethnically like themselves. Several opinions supported the idea that a minority teacher could provide all students with an appreciation of diversity and cultural difference (Jacullo-Noto, 1991).

In contrast to alternative certification attracting more minorities, Humphrey & Wechsler (2005) reported that a national study found the racial diversity of alternative certified teachers basically mirrored the same percentage of minority teachers found in that area. The data collected showed more minorities in the ACP when compared to the entire population of teachers, however, not all the programs showed racial diversity different from the racial diversity found in the local area. Overall, the study found that the minorities found in the program reflected the demographic composition.

Zeichner and Schulte (2001) also agreed that it should not be reported that alternative programs attracted a higher percentage of minority teachers. The researchers conducted a peer review of ACP research and found that the number of minority teachers in most of the programs was not reported. Also, most of the studies did not provide

information pertaining to the types of schools where ACP and traditional teachers chose to teach. Therefore, the limited data in the samples resulted in the conclusion that alternative certification programs did not always attract teachers into difficult to staff schools.

Another benefit of alternative certification was the retention rates of the AC teachers. Wright (2001) reported that individuals who entered teaching through alternative certification tended to have higher retention rates than teachers certified through the traditional method. Justice, Greiner, & Anderson (2003) cited teacher attrition as the single largest factor contributing to the need for new teachers each year. The mentoring built into the alternative certification programs was credited for reducing the attrition rates that normally occurred due to lack of support and professional development during the first years of teaching (Wright).

Harris, Camp, and Adkison (2003) conducted a study in Texas to determine the retention rate for ACP teachers as compared to traditionally trained teachers. The study showed that when compared to the traditionally trained teachers, 90.75% of the ACP teachers were employed the first year after receiving their certificates whereas, only 70.52% of the traditionally certified teachers were employed. However, starting in year two, the ACP teachers left at a higher rate than the traditionally trained teachers. This occurred each subsequent year up to the five years that constituted the study. This study indicates that the ACP met the short term goal of recruiting teachers, but did not meet the goal or claim of retaining teachers.

The peer review research conducted by Zeichner & Schulte (2001) resulted in the conclusion that teacher retention must be differentiated between subject areas. Specific content areas differ between the retention rates of traditionally trained and alternatively trained teachers. Statements pertaining to teacher retention could also be biased because the ratings were done by individuals that had a vested interest in their programs showing success. It was also discussed that knowledge of the kind of schools where the teachers were employed was also important in calculating retention rates. Therefore, Zeichner & Schulte concluded that little could be determined regarding retention rate as either an advantage or disadvantage in regards to alternative certification programs.

In five of the seven programs studied by Humphrey & Wechsler (2005), at least half of the ACP participants interviewed indicated they planned to be teaching in 10 years. The data suggested a long-term commitment, however, intention does not necessarily translate into reality, so caution should be taken when evaluating the data. Justice et al. (2003) conducted a study in Texas, which produced data indicating the traditionally prepared teacher graduating from a four year college may actually have a higher commitment to teaching and therefore, a higher rate of retention. The researchers found that teachers traditionally prepared were better able to implement teaching strategies that met the needs of the students. The preparation was believed to be directly correlated to the teacher's confidence and success, thus leading to higher teacher morale. The higher morale and satisfaction was believed to ultimately result in higher retention.

Some researchers expressed another benefit of AC programs could be a higher level of commitment because older, more mature individuals instead of younger graduates just out of college were attracted to a career in education (Feistritz, 1993; Kosnett, 1993; Shen, 1998). It could be debated whether this was indeed a fact or not. Ledermann & Flick (2001) argued that individuals did not become teachers overnight and to believe an individual's level of maturity and /or increased knowledge of subject matter would translate into better teaching ability was an incorrect assumption that was not supported by experience or research.

Proponents of alternative certification agreed that tapping the expertise from other careers could not only help deter the teacher shortage but also add quality to public education. However, a study conducted by Humphrey & Wechsler (2005) found that few participants had come from a career in math and science. In this study, only 5% had switched careers from math and science, 2% from the legal profession, and 6% from a fiscal or accounting profession. It was found that 42% of the participants had actually come from a career related to education or were full-time students before entering the program. Zeichner & Schulte (2001) reviewed research and found that content knowledge appeared the same between the traditionally trained and alternatively trained teachers. However, knowledge of specific aspects of teaching the content differed between the two groups. It was notable that both groups possessed a lot of content knowledge in mathematics, but both groups had difficulty representing and explaining the ideas in the content. It was also concluded that the data determining the competence of the ACP teachers was weak because studies usually only followed teachers until

completion of the ACP program. Zeichner & Schulte found that only one of the studies reviewed followed teachers into their third year of teaching. The researchers concluded that assessment of competence should be done 3-5 years after completion of the program.

Proponents also believed the vast knowledge of subject area content, recruitment of mid-career individuals, recruitment of minorities, and perhaps the higher level of maturity found in AC candidates could only benefit the quality of education. In contrast, Humphrey & Wechsler (2005) studied seven national programs and found that on average, the ACP participants were only slightly older than the traditional route teachers, which was 29 years of age. It was reported that the average age of ACP participants was found to be 32 years of age in 2005 as compared to 36 years of age in 2002 (Humphrey & Wechsler).

Making certification easier and faster was another advantage that proponents claimed. Agreeing with this, Wright (2001) declared that alternative certification eliminated a major obstacle for many by allowing individuals to receive a teaching salary while obtaining certification. Alternative certification made teaching more attractive to people wishing to receive a license to teach, career-changers or others wishing to re-enter the workforce (Wright). A study by Humphrey and Wechsler (2005) collected data from the following seven programs: Elk Grove California Unified School District, Milwaukee's Metropolitan Multicultural Program, North Carolina's NC TEACH, New Jersey Provisional Teacher Program, New York City Teaching Fellows Program, Teach for America, and the Texas Region XIII Educator Certification Program. The program in New Jersey required 200 hours of coursework to be completed while the Elk Grove

program required 400 to 500 hours of coursework. The requirements varied from program to program, but overall, the study found the ACP programs rarely led teachers to faster certification but instead placed the teacher in the classroom faster.

Disadvantages of Alternative Certification

Wright (2001) emphasized two distinct disadvantages of alternative certification programs. One disadvantage noted was the downside of taking classes while teaching. Many teachers reported that time constraints were an issue because education classes took valuable time away from classroom instructional preparation. Another disadvantage teachers reported was feeling under-prepared and overwhelmed. Whiting & Klotz (2000) suggested that AC programs should assure that candidates have appropriate preparation prior to entering the classroom. Appropriate preparation could ensure success for the AC candidate.

Wise & Darling-Hammond (1992) also expressed several concerns regarding alternative certification programs. One problem discussed was that most disadvantaged students in the most disadvantaged neighborhoods were four times more likely to encounter under-prepared teachers. Many programs placed ACP teachers in classrooms before completing training and without student teaching experience, which could negatively affect student achievement (Humphrey & Wechsler, 2005). Gursky (2001) reported that New York's alternative certification program took prospective teachers who were not in the field of education and provided them with intensive summer training. The prospective teachers were then placed into classrooms in the toughest and lowest

performing schools. This coupled with the lower salary some of the career changers received resulted in a less than effective alternative to New York's teacher shortage.

Another problem observed by Wise & Darling-Hammond (1992) concerned the extent of pedagogical training in the AC programs. Even though bright individuals were attracted into the field of education, pedagogical knowledge, a variety of teaching strategies, and understanding the learners were essential. Shulman (1986) reported pedagogical knowledge as knowing what needed to be taught, knowing how to teach it, and knowing what to teach to what kinds of students. Cooperman (2000) defined pedagogy as essential criteria that

“included having clear goals; proceeding in small steps but at an appropriate pace; interspersing questions to check for understanding; giving many detailed examples and clear instructions” (p. 66).

Cooperman reported that a teacher must be able to stimulate a student's thinking while helping the student evaluate his/her own learning and preparing the student to utilize the knowledge.

Together these findings reinforced that pedagogy could not be learned “on the job” but required training and practice. Consistent with the need for pedagogy, one study found that alternatively certified teachers in Colorado were more worried about pedagogical issues and instructional preparation than any other skills related to teaching (Wayman, J., et al., 2003). Some programs emphasized the traditional theories found in the traditional route to education and some advocated on-the-job training for specific skills and knowledge needed in the classroom (Humphrey & Wechsler, 2005). A

combination of traditional coursework along with the on-job-training could guarantee an ACP teacher the knowledge and skills needed in the classroom.

Stevens and Dial (1993) proposed that AC teachers eventually left the profession due to lack of commitment because teaching was their second career. In direct contrast to this thought, Kleiner (1998) reported that there was evidence to support the idea that AC teachers' retention rate was better than traditional certified teachers who entered straight out of college. Stevens and Dial interviewed AC teachers and reported that the interviewees stated their decision to teach was because no other job opportunities were available at the time. From these interviews, Stevens & Dial derived their lack of commitment theory. There was no evidence or research presented in any of the literature reviewed that supported Kleiner's theory of a higher retention rate for AC teachers or Stevens and Dial's theory that AC teachers left due to a lack of commitment.

Recently, Humphrey & Wechsler (2005) found that 50% of the ACP teachers planned on staying at least 10 years and 60% had prior experience working in schools. It was also found that the majority of the ACP teachers (59%) received an increase in salary when entering the teaching field (Humphrey & Wechsler). These findings could lead one to assume that a higher commitment could be found among most ACP teachers. However, there is still little research to argue the retention theory.

Previous research was conducted that found traditionally certified teachers were more likely to have a master's degree while alternatively certified teachers were more likely to have only an associates or bachelors degree (More Is Not Necessarily Better, 1997). Some programs attracted many individuals who attended competitive colleges,

while others attracted individuals from less competitive colleges (Humphrey & Wechsler, 2005). The ACP participants from the less competitive colleges usually attended because of the locality of the college within their community. The comparison between the educational backgrounds of traditional and ACP teachers remains unclear until more research is conducted. The four central Florida counties required a minimum of a bachelor degree for all subject areas except vocational education. Some vocational education positions required industry experience. If this was the case, an associate degree was sometimes acceptable.

Murnane and Vegas (1997) found that minority students and low socioeconomic students were more likely to be taught mathematics and other subjects by teachers who had little academic preparation in the field being taught. It was also asserted that the children most at risk of academic failure may be taught by teachers with strong content knowledge in math and science, however, they may lack pedagogical knowledge and skills to assist the students in learning (“A Comparison of Professional Concerns,” 2003).

An additional disadvantage reported by Nakai & Turley (2003) was an ineffective induction support program. Nakai & Turley found that well thought out induction support was more crucial for alternative certification candidates than for traditionally certified teachers. The researchers studied traditional route teachers and alternative certified teachers for two years. They concluded that alternative certification teachers needed more kinds of support processes and mechanisms than traditional teachers. Nakai & Turley recommended an induction program that provided opportunities for the

alternative certified teachers to share experiences, training, and professional vocabulary through pre-year trainings, in-service workshops, and mentoring.

Summary

After reviewing the literature, information pertaining to the components of alternative certification programs, targeted criteria identified as being needed for successful teaching, and advantages and disadvantages of the programs were synthesized. It was consistently found in the literature that the alternative certification programs were designed to include components similar to those in the traditional programs, but in actuality, several components were implemented without adequate depth and understanding for the teacher. The targeted criteria needed for successful teaching was identified as: (a) extent of pedagogical knowledge; (b) variety of teaching strategies; (c) classroom management techniques; and (d) understanding of learner. Many advantages and disadvantages were presented in the literature but were found to be lacking empirical evidence to support them.

In addition, the literature revealed many factors affecting whether an alternative certified teacher remained in teaching but were not supported empirically. Also, the studies regarding ACP teacher effectiveness and impact on student achievement were very few and did not show evidence of reliability or validity. Overall, there was a lack of empirical evidence to substantiate arguments in favor or against alternative certification.

The synthesis of this body of work showed alternative certification programs were well planned most of the time, but not implemented well, so great caution must be taken

when drawing conclusions from the limited studies that have not shown evidence of consistency, reliability, or validity. Examples of programs found through this review of literature will provide examples of the type of information obtained and the evidence provided to substantiate the claims associated with the research.

A Texas study conducted in 2002-2003 by Justice, et al (2003) revealed that ACP teachers estimated their preparedness lower than their traditionally certified colleagues. This study identified the targeted criteria needed for successful teaching, the importance of each of the criteria, and if adequate teacher preparation and satisfaction resulted in retention. The ACP teachers stated their frustration with subject knowledge, classroom management, lack of effective teaching strategies, and the ability to diagnose and meet the students' needs. However, 62% of the first year ACP teachers who stated they felt unprepared to teach indicated that they would teach again. Justice, et al. reported that this provided evidence of a strong correlation between teacher satisfaction and teacher preparation. However, this study was not longitudinal and therefore, was not empirically based.

In addition, Zeichner & Schulte (2001) added to the debate regarding advantages of the ACP. These researchers reported that the ACP attracted more minorities to teaching than the traditional method. Zeichner & Schulte determined that alternative programs, at least in urban areas, attracted a higher percentage of minorities. However, it appeared these minorities were more likely to have grown up in urban areas and therefore had a greater desire to teach there. This research also added to the debate of another advantage, the attraction of more mature individuals to education. It was reported that

alternative certification programs did attract older students, but Zeichner & Schulte stated that should occur because that was the intent of the alternative certification program. Because the program was designed to attract mid-career changers and retired military personnel, the data should reflect older participants. When reporting on the alleged disadvantage of ACP teachers lacking sufficient content knowledge, the researchers reported there was evidence that both traditional and alternative certified teachers possessed inadequate content knowledge. In regards to retention, the data found by Zeichner & Schulte were mixed. They determined the main determinant for retention seemed to be based on subject areas as opposed to the method of certification. The reporting of teacher performance between the two groups was also mixed.

Another debate found in the literature pertaining to alternative certification was based on which type of teacher was more effective, the ACP or the traditionally trained teacher. However, it could not be determined whether an ACP teacher was more effective than a traditionally trained teacher or had a higher impact on student achievement. Wilson, et al. (2002) found several studies where education coursework sometimes had a higher correlation with student achievement than subject knowledge. One report found that studying over four subject matter courses had little effect on student achievement. Caution should be taken when analyzing performance ratings because the ratings were done by biased individuals with a high stake in showing success in their program. Caution should also be taken because of the wide variations of the definition of course or major. These affected the data and could cause the results to be invalid and unreliable.

Berry (2005) reported that evidence and data regarding teacher effectiveness were also very limited and lacking in consistency and validity. A report from Carnegie Corporation of New York and its “Teachers for a New Era” addressed innovative means for determining the effect of teacher education on the achievement of the students (Berry). This initiative was being utilized in eleven universities and consisted of designing “value-added” measures of effectiveness for student learning gains. Data from this initiative could be used to compare the effectiveness of teacher preparation between traditional programs from one institution to another, as well as the effectiveness of ACP preparation between the different ACP programs or traditional programs.

Many research studies showed that the alternative certification programs shared key characteristics or basic components similar to those found in the traditional programs. However, all of the programs did not (Wilson, et al., 2002). The views of the ACP participants in regard to their programs had not been systematically addressed in previous research (Johnson, Birkeland, & Peske, 2005). Typically, the candidates completed at least one full year of coursework and student teaching before gaining full responsibility of a classroom. However, the participants in Johnson et al.’s research consisted of eleven alternative certification programs located in three states that attended a summer of coursework as opposed to a full year. Participants attended an abbreviated version of the traditional teacher education program usually lasting five to eight weeks. This version started in June and ended when the teacher took over a classroom in September. Overall, these participants reported that they were satisfied with their alternative certification program. The participants stated that the ACP was a fast-track

program that provided coursework and student-teaching experiences to adequately prepare them.

Research on alternative certification is limited by small sample size, the assessment of only lower level teaching skills, the problem of biased individuals conducting the research, and the lack of clarity over the definition of alternative certification (Zeichner & Schulte, 2001). In addition to the lack of empirical evidence, Humphrey & Wechsler (2005) found that the opponents and proponents of ACP often overstate their arguments. The findings found in this study were:

- (1) ACP participants consist of a diverse group of young and older adults, who tend to reflect the gender mix of the teaching profession as a whole and the racial composition of their local labor market.
- (2) Only a small fraction of ACP participants are career-changers from mathematics and science professions.
- (3) Large numbers of ACP participants have prior teaching experience or experience working with children in classroom settings.
- (4) Alternative certification programs typically move participants into classrooms quickly, but do not offer full certification more quickly than traditional programs.
- (5) Most programs truncate clinical practice, but consider it to be an important component of what they offer participants. Coursework varies, sometimes mirroring that of traditional routes, sometimes being purposely designed for alternative route teachers or to meet the needs of a specific district.
- (6) The value of on-the-job training depends on the participant's background and the school context. Programs generally do not take steps to ensure participants an appropriate placement.
- (7) Although mentoring is an important component of all programs, most programs exert little control over the mentoring that occurs; thus, the quality of the support is unpredictable. (p. 26).

It was concluded from the review of literature and reinforced by Zeichner & Schulte (2001) that it was risky to draw general conclusions about alternative certification programs based upon previous studies. One reason the comparison of the programs in

the studies was not accurate was due to the different definitions of alternative certification. The various models that were identified as alternative certification varied greatly in similarity causing an invalid comparison. One definition offered by Feistritzer & Chester (2000) identified exemplary alternative teacher certification programs as meeting the following criteria:

The program has been specifically designed to recruit, prepare and license talented individuals for teaching who have at least a bachelor's degree. Candidates for these programs pass a rigorous screening process, such as passing tests, interviews, and demonstrated mastery of content. The programs are field-based. The programs include course work or equivalent experiences in professional studies before and while teaching. Candidates for teaching work closely with trained mentor teachers. Candidates must meet high performance standards for completion of the programs. (p. 13).

However, the diverse definitions of alternative certification used throughout the country resulted in an unequal comparison of programs.

In addition, it could not be determined when reviewing the literature if the ACP was superior or even equal to the traditional route to certification. It also could not be determined if the ACP brought more mature individuals, more minorities, or the "brightest and the best" to the field of teaching. Even though Wilson, Floden, & Ferrini-Mundy (2002) found through their research that alternative routes attracted a diverse range of people in regards to age, ethnicity, and talent; that was not supported empirically by any other researcher found in this review of literature.

The researcher agreed with Zeichner & Schulte (2001) when they suggested that research on alternative certification needed to move away from comparing the superiority of the traditional model to the alternative model and focus more on improving both

models. It would be of more merit to improve alternative certification as opposed to weighing it against traditional certification. Zeichner & Schulte's research suggested that the acceptance of various models of certification and seeking to improve those models would be more productive, thus, resulting in more effective and better prepared educators. Otherwise, we would continue to be disappointed in the results of seeking the superior model of certification.

CHAPTER 3

METHODOLOGY

Introduction

This was a descriptive case study that used a survey questionnaire to gather nominal and interval data about the perceptions of alternative certification teachers, principals, and coordinators in 4 central Florida counties. The purpose of this chapter is to describe the population, methodology and procedures utilized by the researcher. First, the purpose of the study will be reviewed. Secondly, the population used in the study will be described. Next, the survey instrument will be described along with its content validity and reliability. Also, the procedures that were used for collecting and analyzing the data will be an additional component of this chapter. Lastly, the chapter will summarize the methodology used for this study.

This research addressed the following items: (a) identifying the awareness of the existence of the reported alternative certification components to the ACP teacher participants, principals, and coordinators; (b) determining the ranking of importance for the targeted criteria needed for successful teaching to the ACP teacher participant, principal and coordinator; (c) determining the advantages/disadvantages of the program as viewed by the ACP participants, principals, and coordinators; (d) determining how many counties kept data on participants entering and leaving (completing) the program each year; (e) determining how many participants exited the program before completion; and (f) identifying if a particular subject area had a higher percentage of ACP teachers.

This study was initiated in the Spring semester of 2005-2006 at the University of Central Florida. The final analysis of data, conclusions and recommendations were presented in the Fall Semester of 2006.

This chapter is divided into five sections. The first section is a statement of the purpose. The second section describes the population. Instrumentation is addressed in the third section. The fourth section describes data collection. The fifth, and final section, describes the data analysis. A summary of the aforementioned sections concludes Chapter 3.

Purpose

The purpose of this study was to: (a) identify the awareness of the existence of reported alternative certification components to the ACP teacher, principals, and coordinators; (b) determine the importance of the targeted criteria needed for successful teaching to the ACP teacher, principal and coordinator; (c) determine the advantages/disadvantages of the program as viewed by the ACP participants, principals, and coordinators; (d) identify how many of the counties kept data on participants entering and leaving the program; (e) determine how many participants exited the program before completion; and (f) identify if a particular subject area had a higher percentage of ACP teachers.

The central Florida school districts could utilize the information from this study to identify common perceptions of the teacher participants, principals, and coordinators regarding the ACP. This information could also prove beneficial as formative evaluation

for the school districts when revising their ACP and could help increase completion of the program.

Population

The population for this study consisted of all the ACP teacher participants, school principals of those ACP teacher participants, and the ACP coordinators in four central Florida public school districts: Brevard, Orange, Seminole, and Volusia. These four districts were chosen after the researcher contacted all 67 counties in Florida and requested copies of each public school district's alternative certification program. The researcher received 63 responses and found that the ACP varied across the state. Public school districts either used the state's on-line program, developed their own program, or outsourced their ACP to a local university. The use of the state's on-line program was due to a small number of ACP participants or the small size of their district. It was more economical for the small districts to utilize the state's on-line program. Other public school districts provided copies of the alternative certification programs they had developed but reported that they had few to no ACP participants. In addition, one public school district utilized a local university and did not manage their program at all. When it became evident that the public school districts in Florida were so diverse and varied in the availability of ACP participants, the researcher chose to select a particular region in Florida to study.

Central Florida was the region of Florida chosen for this study because of its rapid growth and economical impact. Enterprise Florida Regional Profile Data reported that

between 1995 and 2005, central Florida's population increased by about 30%, while the state only grew by 22.4% and the nation by 11.3% (2006). Enterprise also reported that over the last ten years central Florida had experienced an increase of 31% in total employment and most of that was a result of the high-tech companies located in the region. Central Florida public school districts included: Brevard, Lake, Marion, Orange, Osceola, Seminole, Sumter, and Volusia.

The factors influencing the selection of the Central Florida counties to be included in this study were: close in proximity, implementation of a written and state approved alternative certification plan, served over 45,000 students, and hired over 200 teachers annually. While all the counties were relatively close to each other, only four of the counties fit the remaining criteria. The first factor the researcher looked at was which of the counties served over 45,000 students. As of the 2004-2005 school year, Lake and Marion public school districts served between 35,533 and 39,713, respectively. Sumter public school district served 7,060 students (Florida Department of Education, 2006). However, Brevard, Orange, Seminole, and Volusia all served over 60,000 students (Florida Department of Education). In addition, these public school districts had a written and state approved alternative certification program. The school districts also had needs for hiring from 400 - 2000 teachers annually (A. Bouie, personal communication, October 25, 2006; B. Hardy-Blake, personal communication, October 23, 2006; E. Henville, personal communication, October 23, 2006; R. Hernandez, personal communication, October 23, 2006).

These four districts also had district coordinators responsible for creating and implementing a state approved ACP. This was an additional factor the researcher decided to include in the selection process. The researcher felt that having a coordinator in charge of the program should produce yet another perception of the ACP. Including the coordinators in the study could yield multiple perceptions of the alternative certification program. Therefore, Brevard, Orange, Seminole, and Volusia were selected as meeting this criteria.

Due to the large size of the 4 public school districts, proximity of the districts to each other, the existence of a written and state approved program, needs to hire over 200 teachers annually, and the existence of ACP coordinators; Brevard, Orange, Seminole, and Volusia counties were selected for this study. It was decided these public school districts would be reflective of the Central Florida area and could provide information for use in the alternative certification programs.

The researcher sent surveys to all the ACP teachers, principals, and coordinators in the 4 central Florida public schools (n= 629). However, the respondents yielded 177 teachers, 78 principals, and 3 coordinators. The total percentages of individuals responding to the survey and included in this study were: teachers (38%), principals (48%), and coordinators (75%). The total sample consisted of 41% or 258 of the individuals asked to participate. However, it should be noted that one district did not release the names of the ACP teachers. This district only released the names of the principals at the ACP teacher's school with the number of ACP teachers working there.

Therefore, the teacher response rate for this county was small. This will be discussed further in the data collection section.

The ACP teachers, principals, and coordinators were chosen to participate in this study, so the researcher could analyze the each group's awareness of the required ACP components and perceptions of advantages/disadvantages of the ACP. The roles of the participants in this study differed. The ACP teachers were responsible for participating and successfully completing the alternative certification program. The principals were responsible for supporting and documenting the teacher's completion of the ACP, while the coordinators were responsible for revising and implementing the ACP. Data showing the alignment or misalignment of the different groups awareness and perceptions could produce information for formative evaluation of the ACP.

The researcher included questions on the survey that did not directly relate to the research questions associated with this study. The basis for these questions came from the review of literature and were included on the surveys to provide characteristics of the sample utilized. Questions to obtain characteristics were included on the ACP teacher participant survey, the principal survey, and the coordinator survey.

The teacher survey collected additional data pertaining to the ACP teacher's highest degree earned, gender, grade level teaching, length in ACP, and reason for pursuing a career in education. Of the 177 teachers responding to the survey, 1 had an Associates degree, 130 had a Bachelors degree, 43 had a Masters degree, and 3 had a Doctoral degree. When analyzing the gender of the respondents, 134 were female and 43 were male. The teachers were also asked to indicate their current teaching position. The

teachers could report more than one range if they were teaching at different levels. Kindergarten data showed 43 responding, grades 1-5 showed 41, grades 6-8 showed 72, and grades 9-12 showed 62 ACP teachers. When reporting their length of time in the ACP, 105 teachers reported they had been in the program for 1-2 years, 60 reported less than 1 year, and 12 reported more than 2 years. The teacher sample also included 128 career changers, 12 individuals wishing to re-enter the workforce, and 37 new graduates not graduating with a degree in education. Of the career changers, 106 reported they wanted a change from the private sector, 17 were downsized from the private sector, 3 were downsized from the military, and 2 were retired military. Of the 12 reporting they wished to re-enter the workforce, 7 reported they were former teachers but never taught and 11 were stay at home parents that wished to enter the workforce. Some of the respondents reported that they qualified for both categories: former teacher but never taught, and stay at home parent wishing to enter the workforce. For that reason, the total number of respondents that wished to re-enter the workforce does not agree with the descriptors associated with the selection. None of the teacher participants reported being unemployed for over 3 years, but 10 reported being unemployed for less than 3 years. These data are presented in Table 5. The ACP teachers reporting they were a new graduate without a degree in education were asked to list their college major. The reported data is presented in Table 6.

Table 5
Teacher Characteristics

Question	Responses	Percentages
Highest degree		
Associate	1	<1%
Bachelor	130	73%
Masters	43	24%
Doctoral	3	2%
Gender		
Female	134	76%
Male	43	24%
Grade level teaching		
Kindergarten	43	24%
Gr. 1-5	41	23%
Gr. 6-8	72	41%
Gr. 7-12	62	35%
Length in ACP		
Less than 1 year	60	34%
1-2 years	105	59%
Greater than 2 years	12	7%
Reason for pursuing a career in education		
Career Changers	128	72%
Military Downsize	3	2%
Retired Military	2	1.5%
Private Sector Downsize	17	13%
Private Sector Change	106	83%
Re-enter Workforce *	12	7%
Former teacher-never taught	7	58%
Stay at home parent re-entering	11	92%
Unemployed 3 or more years	0	0%
Unemployed less than 3 years	10	83%
New Grad but not in education	37	21%

Note. *Respondents could select more than one category.

Table 6
Majors for New Graduates

Major	Total
American Studies	1
Art	1
Biology	4
Biology/English	1
Business	2
Communication	1
English	2
English Literature	2
Environmental Science	1
Health Science	2
Health Service Administration	1
Health & Human Performance	1
History	1
Humanities	2
Kinesiology/Athletic Training	1
Legal Studies	1
Liberal Arts	1
Linguistics	1
Management Information Systems	1
Psychology	1
Psychology/Biology	1
Psychology/Criminal Justice	1
Religion	1
Social Work	1
Sociology	1
Sports Medicine/Athletic Training	2
Unknown	2

Note. Respondents holding more than one degree are reported with both majors combined.

The additional questions used to collect characteristics of the principals in the study were: (a) How long have you been a principal? (b) Do you personally observe the ACP teacher and provide feedback? (c) Do you have or have you had ACP teachers evaluated as ineffective either on an interim or annual evaluation? Of the 78 principals

participating in the study, 57 reported being a principal for more than 2 years, 15 reported 1-2 years experience, 6 had less than a year of experience. When responding to whether they personally conducted all the observations on the ACP teachers and provided feedback, 57 reported that they did not. The remaining 21 principals responded they did the observations and provided feedback. The survey also collected data pertaining to ineffective ACP interim or annual evaluations. Of the 78 principals, 60 of them reported they did not currently or had not previously had any ACP teachers with ineffective interim or annual evaluations. The remaining 17 principals reported they had currently or previously had an ACP teacher obtain an ineffective evaluation. The principals reported a total number of 27 ACP teachers having an ineffective evaluation. See Table 7 for principal characteristics.

Table 7
Principal Characteristics

Question	Responses	Percentages
Length of time as principal		
Less than 1 year	6	8%
1-2 years	15	19%
More than 2 years	57	73%
Personally observe & provide feedback		
Yes		
No	21	27%
	57	73%
Any ACP teachers rated ineffective on evaluation		
Yes	17	22%
Number of teachers		
No	27	
	60	77%

The questions used on the coordinator survey to obtain information about the characteristics of the ACP coordinators were: (a) How long have you been a coordinator? (b) Do you ask a reason why the ACP teachers is pursuing a career in education? and if so, (c) What were the reasons you received from the ACP teachers? None of the coordinators reported being in their job for less than one year. Two of the coordinators had greater than 2 years experience and one coordinator had 1-2 years experience. All three coordinators reported they asked the ACP participants why they wished to pursue a career in education. The reasons listed on the survey were the same reasons listed on the teacher survey. The reasons the coordinators selected as answers the ACP participants gave for pursuing a career in education were: changing careers, retired military, and private sector change. See Table 8 for coordinator characteristic data.

Table 8
Coordinator Characteristics

Question	Responses	Percentages
Length of time as coordinator		
Less than 1 year	0	0%
1-2 years	1	33%
More than 2 years	2	66%
Ask participants reasons for pursuing a career in education		
Yes	3	100%
No	0	0%
Reasons ACP participants give for pursuing a career in education		
Changing careers	3	100%
Military downsized	0	0%
Retired military	2	66%
Private sector downsized	0	0%
Private sector – desired change	2	66%

Note: Coordinator in County 4 did not respond, so only 3 coordinators are represented in the data.

The researcher expected the awareness and perceptions among the different categories: participants, principals, and coordinators, to vary. Therefore, the ACP teachers, principals, and coordinators were analyzed by examining the three groups and then examining the individual groups by the county they represented.

Instrumentation

This descriptive study used a survey developed by the researcher between January 2005 and July 2005. The survey collected nominal and interval data on: ACP teachers, principals, and coordinators' awareness of the components in their ACP program; ACP teachers, principals, and coordinators' perceptions of the importance of the targeted

teaching criteria; ACP teachers, principals, and coordinators' perceptions of the advantages/disadvantages of the ACP; the number of participants entering and exiting (non-completion) each year; and the number of ACP teachers in particular subject areas. The teacher survey instrument consisted of 15 multi-part questions, the principal survey consisted of 10 multi-part questions, and the coordinator survey consisted of 13 multi-part questions. The format of the surveys included closed-ended questions with ordered response categories utilizing a Likert scale, closed-ended questions with unordered response categories requiring the respondent to check all that applied, and open-ended questions for additional comments (Dillman, D., 2000).

Synthesis of the literature reviewed resulted in identifying teaching criteria that were found to be important for successful teaching. Therefore, the respondents were asked to rate the effective teaching criteria deemed important for successful teaching by the review of literature: (1) extent of pedagogical knowledge; (2) variety of teaching strategies; (3) classroom management techniques; and (4) understanding of the learner (Cooperman, 2000; Humphrey & Wechsler, 2005; Justice, Greiner & Anderson, 2003; Wayman, Foster, & Mantle-Bromley, 2003; Wise-Darling-Hammond, 1992). The teacher criteria were also reflected in the Florida Educator Accomplished Practices (See Appendix H). The teachers responded using a Likert scale with ratings from "1" to "5" with "5" being "very important", "great advantage", or "great disadvantage."

The researcher also wanted to study the different views of the advantages and disadvantages of ACP as identified through the review of literature. The advantages/disadvantages were ranked by the teachers', principals', and coordinators'. In

addition, data were collected regarding how many of the 4 counties monitored the participants entering and leaving the program, as well as the number of participants exiting the program before completion. This was important to know because much of the literature suggested that ACP teachers had a higher retention rate than traditionally trained teachers (Harris et al., 2003; Humphrey & Wechsler, 2005; Wright, 2001; Zeichner & Schulte, 2001). This study could not collect data to prove or disprove this statement. However, the researcher could collect data to analyze the completion rate of the ACP teachers. The last item of focus on the survey was whether there was one particular subject area that had a higher percentage of ACP teachers and if this was true for all 4 counties. Since much of the literature advocated that the Alternative Certification Program could help alleviate the shortage in the fields of science and math it was necessary to analyze these data as well.

Formative Development of Survey

The first thing that needed to be done was to select an instrument that best measured the issues being studied. The researcher could not find any instrument already in existence, so the researcher created a survey instrument to gather information based upon the review of literature. During graduate coursework, the research design was initiated.

The review of literature identified that most Alternative Certification programs contained essential components. Those components were identified in each school district's plan so therefore, they were included in the survey instrument. A question was

designed to find out if the participants were aware of all the components in their county's program. This was a closed-ended question with unordered response categories requiring the respondent to check all that applied.

One question was included to ascertain the respondents' views of importance of the targeted teacher criteria necessary for success. The teacher criteria necessary for successful teaching were identified from the literature reviewed. This was a closed-ended question with ordered response categories utilizing a Likert scale. The targeted teacher criteria was listed and the respondents had to rank the importance of each on a scale of "1" to "5".

The next two questions pertained to the respondents' perceptions of the advantages/disadvantages of the ACP. It was important to research whether these items identified nationwide were also echoed by participants found in central Florida. Once again, these two questions were closed-ended questions with ordered response categories using a Likert scale for the ranking of importance.

In addition, the researcher found several ACP teacher characteristics identified in the review of literature. Questions to ascertain certain characteristics of the respondents were included on the survey. These questions gathered demographic data that did not directly address the research but could give the researcher an awareness of the characteristics of the ACP participants. These remaining questions were closed-ended questions with unordered response categories requiring the respondent to check all that applied and one open-ended question for additional comments. Questions collecting data on characteristics of the respondents were used on the ACP teacher, principal, and

coordinator survey. It was felt by the researcher that these questions could enrich the interpretation of ACP information.

After deciding upon the questions to utilize on the survey instrument and during a graduate course, the creation of the instrument began. The first copy of the survey was submitted to a professor whose focus was on research design and feedback was received. Stems and answer choices were rewritten to be more clear and concise. In addition, the instrument was reworked so it was more appealing and contained a logical flow to provide the recipient more ease and less time to respond. Suggestions received were to use gray boxes for the stems and small boxes for the respondents to select their choices. Additional feedback was received from the professor a few more times regarding the survey construction. Emphasis was placed on the use of simple, everyday language to assist with comprehension of the intended questions. The decision of question types to include on the survey was based on the need to gather necessary information as identified in the review of literature. Questions were deleted and reworked until the final survey was developed. These survey instruments for teacher participants, principals, and coordinators can be found in Appendixes A, B, and C. After the researcher constructed the initial letter, informed consent, cover letter, and the follow-up letters, additional feedback was received. The survey, initial letter, informed consent, cover letter, and follow-up letter were patterned after Dillman's research based guidelines (Dillman, 2000). The initial letter and informed consent can be found in Appendixes D and E. The cover letter and follow-up letter can be found in Appendixes F and G.

A formative pilot of the survey was conducted, feedback received, and revisions

made. After the revisions were made to the survey, a panel of experts were utilized to once again check the content validity of the survey instrument. The procedures utilized will be discussed in the next subsection.

After the surveys were revised, the researcher took the surveys to a professional printer and had them printed. The surveys were printed as a bi-fold document on professional stock paper.

Content Validity

The survey was developed from the empirical studies and theoretical sources found in the review of the literature. The characteristics commonly found in the literature became the basis for the questions found on the survey. To ensure content validity, the researcher aligned the literature based common components of the ACP, critical teacher criteria necessary for successful teaching, advantages/disadvantages of the ACP, numbers of ACP participants available, retention rate, and subject areas attracting ACP teachers with the research questions and the survey questions. This is presented in Table 9.

Table 9
Survey Content Specifications

Theoretical or Empirical Sources	Issues/Characteristics	Research Question	Survey Question
Anderson & Bullock, 2004 Cooperman, 2000 Dial & Stevens, 1993 New ACP Unveiled, 2002 Salyer, 2003 Shen, 1998 Shulman, 1986 Wise & Darling-Hammond, 1992 Wright, 2001	Components found in review of literature as being essential for a successful alternative certification program.	1. What were the components implemented by the 4 counties? If there were additional components than those required by the state, were there any similarities? What was the awareness of the components by the ACP teachers, principals, and coordinators?	Teacher: Question #1 Principal: Question #1 Coordinator: Question #1
Anderson & Bullock, 2004 Humphrey & Wechsler, 2005 Johnson, Birkeland & Peske, 2005 Justice, Greiner & Anderson, 2003 Salyer, 2003 Shen, 1998 Wright, 2001	The literature suggested the ACP teachers that had been studied reported the lack of these teaching criteria or qualities as a reason for dissatisfaction and/or retention.	2. Of those teaching criteria deemed as most critical in the literature, how did the ACP teacher rank the importance of the criteria? How did the principals? How did the coordinators?	Teacher: Question #2 Principal: Question #2 Coordinator: Question #2
Justice, Greiner & Anderson, 2003 Feistritzler, 1993 Harris, Camp & Adkison, 2003 Justice, Greiner & Anderson, 2003 Kleiner, 1998 Wright, 2001 Whiting & Klotz, 2000	Several studies reported that ACP teachers had cited time constraints, inappropriate preparation, and the feeling of being overwhelmed as disadvantages to the program. One advantage included faster certification.	3. What were the advantages/disadvantages of the program as viewed by ACP participants, principals, and coordinators? Did their views differ or were they similar?	Teacher: Question #3 Principal: Question #3 Coordinator: Question #3

Theoretical or Empirical Sources	Issues/Characteristics	Research Question	Survey Question
Harris, Camp & Adkison, 2003 Humphrey & Wechsler, 2005 Wright, 2001 Zeichner & Schulte, 2001	Previous research and data on ACP was limited and therefore comparisons should be made with caution. The researcher decided to collect data and use the findings from the limited national studies that were empirically based as a comparison for the central Florida region.	4. How many counties keep data on participants entering and exiting (completing) the program each year?	Coordinator Questions #9, 10, 11
Harris, Camp & Adkison, 2003 Humphrey & Wechsler, 2005 Wright, 2001	Advocacy literature claimed that ACP teachers have a higher retention rate and could be a solution to the teacher shortage. This literature was not empirical and was not found to be true.	5. How many participants exited the program before completion?	Coordinator: Question #11, 12
Humphrey & Wechsler, 2005 Zeichner & Schulte, 2001	Some researchers professed a higher percentage of ACP teachers in the areas of math and science as opposed to any other subject area.	6. Was there one particular subject area that appeared to have a higher percentage of ACP teachers? Was that true for all 4 counties?	Teacher: Question #13 Principal: Question #7 Coordinator: Question #8

Next a formative pilot of the survey was done to determine if the surveys were a useful measure of the information sought, and thus, establish content validity. The survey was given to five ACP teachers, three principals, and two coordinators. Feedback was requested, so the researcher could see if the desired interpretations of the questions were constructed to have appropriate meaning. Feedback was received from these individuals concerning areas that needed clarification and suggestions for open-ended responses. The feedback was used to modify and revise the final survey.

After the pilot was done, further evidence of content validity was established using a panel of experts. The panel consisted of an administrator, an ACP teacher, a beginning teacher, a National Board certified veteran teacher, and an ACP coordinator. Each panel member was given the three surveys along with the research questions for the study. The members were asked to align the survey questions with the research questions. The percentage of agreement between the research questions and the survey questions are presented in Table 10.

Table 10
Results of Content Validation Procedure

Research Question	Teacher Survey	Coordinator Survey	Principal Survey
1. What were the components implemented by the 4 counties? If there were additional components other than those required by the state, were there any similarities? What was the awareness of the ACP components by the ACP teachers, principals, and coordinators?	100%	100%	100%
2. Of those teaching criteria deemed as most critical in the literature, how did the ACP teacher rank the criteria? How did the principals? How did the coordinators? How did the groups compare in their rankings of the criteria?	100%	100%	100%
3. What were the advantages/disadvantages of the program as viewed by ACP participants, principal, and coordinators? Did their views differ or were they similar?	100%	100%	100%
4. How many counties kept data on participants entering and exiting (completing) the program each year?	100%	80%	100%
5. How many participants exited the program before completion?	100%	80%	100%
6. Was there one particular subject area that appeared to have a higher percentage of ACP teachers? Was that true for all 4 counties?	100%	100%	100%

The panel of experts was able to align the intended survey question with the proper research question 100% of the time with the exception of research questions number 4 and number 5 on the coordinator survey. Therefore, research questions 1, 2, 3, and 6 had 100% between the alignment of the information sought and the survey question

on the teacher, principal and coordinator surveys. However, there was only 80% agreement between research question 4 and coordinator survey question 11. The administrator on the panel only included the entrance data question and excluded the exit data question. When the researcher investigated why this occurred, the administrator admitted to overlooking question 11 because he only expected only one survey question to align with that research question.

A similar occurrence happened with research question number 5. Research question 5 had 80% agreement with question 12 on the coordinator survey. The ACP teacher cited survey question number 11 as aligning with research question number 5. It was actually survey question number 12 that aligned with the research question. The ACP teacher reported that she misread the question and then did not progress further because she expected only one survey question to align with that research question. The ACP teacher overlooked the word “BEFORE” as the clue in question 12.

It was concluded there was 100% agreement between four survey questions and the three different survey instruments. The 80% agreement between question 4 and 5 was explained, so it was surmised by the researcher that content validity was present in each survey instrument utilized for this study.

Reliability

Estimation of reliability was conducted on the Likert type questions using SPSS 11.0 for Windows. The questions were numbers 2, 3, and 4 on the teacher and principal surveys. These were multi-part questions resulting in 15 items being measured for

internal consistency using Cronbach's Alpha. The remaining questions were not the type of questions where internal consistency could be measured. Therefore, these items were pulled out of the measurement for reliability.

When there are <5% of cases with missing data, SPSS drops these cases from analysis by default (Garson, G., 2006). Therefore, the teacher data analyzed were 124 cases and 15 items. The alpha for the teacher survey was .6569. The principal data analyzed by SPSS were 55 cases and 15 items, with an alpha of .4487. Only 3 coordinators responded, so a test for reliability could not be done with the coordinators because of the small sample size.

Data Collection

First, permission was obtained from the Institutional Review Board (IRB) at the University of Central Florida (See Appendix I). The IRB ensured that the participants in the study were protected from physical, psychological or economic risks. Next, permission was received from each of the four counties where the research was going to be conducted.

Once the permission from the public school districts was given, the informed consent was mailed to each participant: teacher, principal and coordinator (See Appendix E). The informed consent assured the participants of the confidentiality of their identity. The participants' survey instrument received a code number that was used for sorting purposes only. This was explained to the participants in the informed consent, which they signed and mailed back to the researcher.

All the counties with the exception of County 4, released the names of the ACP teachers and principals. County 4 only released the names of the principals having ACP teachers and the number of those teachers at that principal's school. The researcher had to mail the principal a principal survey and the teacher surveys for that particular school. A letter was sent to the principals asking them to distribute the informed consent, initial letter, and survey to their ACP teachers. The lack of direct contact with the ACP participants resulted in a very small return rate (15%) for teachers in County 4. The return rate for the principals in County 4 was also small with only 22% responding. In addition, the coordinator for County 4 did not return the survey.

After receiving the signed informed consent forms, the initial letter and a self-addressed stamped envelope were sent to all the ACP participants and principals whose names had been submitted from each county's ACP coordinator. An initial letter and self-addressed stamped envelope was also sent to each of the ACP coordinators.

Next, each participant, principal and coordinator were mailed a cover letter, survey, and a self-addressed stamped envelope. The participants also received one dollar included inside their mailing. The researcher provided the token incentive as a means to evoke a sense of obligation for completion of the survey and thus, enhance the response rate (Dillman, 2000). Each survey was marked with a code number so the surveys could be tracked. If a survey was not received back, a second letter reminding the recipient of the survey and deadline was mailed. If a response was still not received, a third letter and another copy of the survey along with a stamped self-addressed envelope was mailed.

The surveys were mailed in two groupings. The first batch was mailed and data collected from September through November 2005. The second mailing was done in January 2006. The researcher did not send surveys after mid-November because of the upcoming holidays and the ending of first semester. The researcher felt there would be a better response if the mailings were sent after the holidays and the semester was over. The researcher realized the responses of the participants mailed a survey in January could differ from the participants that were mailed surveys prior to January. However, it was determined by the researcher that possibly more accurate data could be gathered because of the extra length of time in the ACP. It was also determined by the researcher that the information gathered after mid-November and prior to January could be reflective of the stress the teachers and principals dealt with during the holidays and ending of semester. That could also affect the response rate. For those reasons, the researcher chose to wait until January for the second batch of mailings.

The return rate was disaggregated by school district and then by category: teacher participant, principal, or coordinator. The number of surveys in each category that were mailed is represented in Table 11.

Table 11
 Surveys Mailed by Category

County	Teachers	Principals	Coordinators	Total
County 1	50	23	1	74
County 2	363	103	1	467
County 3	24	17	1	42
County 4	27	18	1	46
Total	464	161	4	629

Missing Data

Analysis of the teacher survey responses revealed that the rate of missing data varied across questions. There were a total of 177 ACP teachers that responded to the survey. However, SPSS only analyzed 124 cases due to missing data. Question 3G was found to have 42 items of missing data. The researcher decided this could have resulted because most of the ACP participants' programs did not utilize university support, so therefore, it was not determined an advantage or disadvantage by those individuals. The question was intended to address the ACP advantages generically, not a specific program. However, the participants could have responded using their individual program instead of the generic ACP. In addition, Question 3A had 13 missing data. This question pertained to the advantage of mentoring. It was not clear why this question had 13 pieces of missing data. It could have resulted from the participants not perceiving that they had a mentor, or they could have just chosen not to respond to the item. Once again, the

respondents could have answered citing their particular ACP instead of the generic concept of the ACP. For purposes of analysis, questions are labeled by number and alphabetically by part in Table 12.

Table 12
Item Analysis for Missing Data on Teacher Survey

Question	2 A	2 B	2 C	2 D	3 A	3 B	3 C	3 D	3 E	3 F	3 G	4 A	4 B	4 C	4 D
Total	0	0	0	0	13	6	3	6	2	9	42	2	4	3	7

Note. The total number represents the number of missing data per survey question number and part. The numbers of missing data reflects all 4 of the public school districts.

Analysis of the principal survey also yielded missing data. There were 78 principals that responded to the survey. SPSS analyzed 55 cases on the principal survey. Once again, question 3G had the most missing data. This question had 19 missing responses. The researcher concluded the same reasoning for the missing data as with the teacher missing data. Results can be viewed in Table 13. For purposes of analysis, the questions were labeled by number and alphabetically by part.

Table 13
Item Analysis for Missing Data on Principal Survey

Question	2 A	2 B	2 C	2 D	3 A	3 B	3 C	3 D	3 E	3 F	3 G	4 A	4 B	4 C	4 D
Total	5	1	1	3	6	6	5	2	4	3	19	5	4	3	6

Note. The total number represents the number of missing data per survey question number and part. The numbers of missing data reflects all 4 of the public school districts.

When looking at the missing data on the whole survey, not just the items calculated for alpha, other missing data were found. The teacher survey showed 14 missing data for question 3A. This question asked the teacher to rank the advantage of the ACP attracting more minorities to teaching. This missing data could have resulted because this is a sensitivity issue to individuals. When viewing the missing data on the principal survey, questions 6 and 7 showed 11 missing data each. Question 6 asked the principals if they personally did the observations and provided feedback to the ACP teachers. The missing data could have resulted because the principals were more comfortable leaving the item blank than answering no. The missing data in question 7 could have resulted in the principals not knowing the actual number of ACP teachers in each of the subject areas. The researcher determined the missing data for these questions were not influential in the interpretation of the data. A complete table of questions items and numbers of missing data associated with each question is presented in Appendix J.

Data Analysis

The researcher completed all analyses of the collected data. Descriptive statistics were used to analyze all items on each survey. Tables presented the different counties in categories of teacher participants, principals, and coordinators. Tables were also utilized for an overall representation of all 4 counties.

Data Analysis for Research Question 1

In order to answer Research Question 1, “What were the components implemented by the 4 counties? If there were any additional components than those required by the state, were there any similarities? What was the awareness of the components by the ACP teachers, principals, and coordinators?” question 1 on the teacher, principal and coordinator surveys was used to obtain data (See Appendixes A, B, and C). There were 7 components listed that were required by the state of Florida. Respondents were asked to select each component used in their district. They were also provided an opportunity to add other components that were not included on the list in a free response section. The components were presented using tables and percentages were calculated. Results were discussed.

Data Analysis for Research Question 2

In order to answer Research Question 2, “Of those targeted teaching criteria needed for successful teaching as identified in the literature, how did the ACP teacher rank the criteria? How did the principals rank the criteria? How did the coordinators

rank the criteria? How did the groups compare in their rankings of competence?” data were obtained from question 2 on the teacher, principal and coordinator surveys (See Appendixes A,B, and C). Respondents were asked to rank the four items listed on a scale of 1 to 5. Data were analyzed and percentages were calculated and presented using tables and discussed.

Data Analysis for Research Question 3

In order to answer Research Question 3, “What were the advantages and/or disadvantages of the program as viewed by the ACP teacher participant, coordinator, and principal? Did their views differ or were they similar?” (See Appendixes A, B and C), question 3 on the survey was used to collect data on the advantages of the Alternative Certification Program. There were seven advantages listed and respondents ranked the importance from 1 to 5 for each item. The respondents were also provided an opportunity to add any other advantages that were not included on the list. Data from this question were analyzed and presented using tables and percentages.

Data Analysis for Research Question 4

In order to answer Research Question 4, “How many counties kept data on participants entering and exiting (before completion) the program each year?” data were obtained from questions 9 and 11 on the coordinator survey (See Appendix C). Respondents were asked to answer “yes” or “no” to question 9: “Do you keep entrance data on participants entering your program each year?” If the response “yes” was given, the respondent was directed to question 10, which asked for the number of ACP

participants. The coordinator was also asked to answer “yes” or “no” to question 11: “Do you keep exit data on participants not completing your program?” If a response of “yes” was given, the coordinator responded with the appropriate numbers in question 12. The data were presented utilizing a table, the percentages were calculated, and results were discussed.

Data Analysis for Research Question 5

In order to answer Research Question 5, “How many participants exited the program before completion?” data were obtained from question 12 on the coordinator survey (See Appendix C). Question 12 asked respondents to list the number of participants exiting the program before completion for 2002, 2003, 2004, and 2005. The data were presented in tables and the percentages were calculated and discussed.

Data Analysis for Research Question 6

In order to answer Research Question 6, “ Was there one particular subject area that appeared to have a higher percentage of ACP teachers? Was that true for all 4 counties?” data were obtained from question 13 on the teacher survey, question 7 on the principal survey, and question 8 on the coordinator survey (See Appendixes A, B, and C). Teacher respondents were asked to select the subject area reflecting their present teaching position. Respondents were provided an opportunity to add other subject areas not included on the list. Data were presented using tables. Percentages were calculated and discussed. Principal and coordinator respondents were asked to provide the number of current ACP participants at their school in each listed subject area. Respondents were

afforded an opportunity to add other subject areas not included on the list. Data were presented and percentages were calculated and discussed.

Summary

This chapter has described the methodology and procedures used in: identifying the awareness of the required and/or additional alternative certification components implemented by the 4 counties in Florida; determining the ranking of importance for the targeted teaching criteria needed for successful teaching to the ACP teachers, principals and coordinators; determining the advantages and/or disadvantages of the program as perceived by the ACP teacher participants, principals, and coordinators; identifying how many of the counties kept data on participants entering and leaving the program; determining how many participants exited the program before completion; and identifying if a particular subject area had a higher percentage of ACP teachers.

The population for the study was comprised of all the ACP teachers, principals, and principals in 4 central Florida counties. The sample for the study included 177 teachers, 58 principals, and 3 coordinators. Data analysis was based on a usable survey return rate of 41% (n=258). Conclusions from the analyses of generated data were utilized to answer the six research questions. An analysis of the data, including tables and supporting narratives is presented in Chapter 4. A summary of the findings, conclusions, and recommendations for future research are presented in Chapter 5.

CHAPTER 4

ANALYSIS OF THE DATA

Introduction

Chapter 4 provides an analysis of the data gathered in this research study. The chapter is divided into nine sections: Introduction, Research Question 1, Research Question 2, Research Question 3, Research Question 4, Research Question 5, Research Question 6, Other Findings, and Summary.

The data analyzed in this chapter addressed the research questions of this study. The research questions were designed to: (a) identify the awareness of the alternative certification components as planned by the public school districts in 4 Florida counties; (b) determine the ranking of importance of the targeted criteria needed for successful teaching to the ACP teacher participant, principal, and coordinator; (c) determine the advantages and/or disadvantages of the program as viewed by the ACP teacher participants, principals, and coordinators; (d) identify how many of the counties kept data on participants entering and leaving the program; (e) determine how many participants exited the program before completion; and (f) identify if a particular subject area had a higher percentage of ACP teachers.

The surveys, which were developed by the researcher, were mailed to all the ACP teacher participants, principals, and coordinators in 4 public school districts in central Florida and totaled 464 ACP teachers, 161 principals, and 4 coordinators. The useable return rate for teachers was 38% (n= 177). The useable return rate for principals was

48% (n= 78), and for coordinators it was 75% (n= 3). The return rate for total usable survey instruments was 41% (n= 258). While the teacher return rate in three counties was close in percentage (38%-42%), County 4 only had a 15% return rate. The principal return rate was similar between County 2 and County 3 (49% and 47%, respectively). However, County 1 had a higher percentage return rate (70%) and County 4 had a smaller percentage rate (22%). All the coordinators, with the exception of County 4, returned the survey instrument. It is unknown why the coordinator in County 4 did not return the survey or why the return rate was small for the principals. However, one possible reason for the small return rates from the ACP teachers in County 4 could be attributed to the county not releasing the names of their ACP teachers. This data is presented in Table 14.

This chapter presents the analysis of the data derived from the surveys designed to answer the six research questions previously detailed.

Table 14
Total Survey Return Rate

Category	Sent	Received	Return Rate
Teachers			
County 1	50	21	42%
County 2	363	143	39%
County 3	24	9	38%
County 4	27	4	15%
Total	464	177	38%
Principals			
County 1	23	16	70%
County 2	103	50	49%
County 3	17	8	47%
County 4	18	4	22%
Total	161	78	48%
Coordinators			
County 1	1	1	100%
County 2	1	1	100%
County 3	1	1	100%
County 4	1	0	0%
Total	4	3	75%
Total			
County 1	74	38	51%
County 2	467	194	42%
County 3	42	18	43%
County 4	46	8	17%
Grand Total	629	258	41%

Research Question 1

What were the components implemented by the 4 counties? If there were additional components than those required by the state, were there any similarities across the 4 counties? What was the awareness of the existence of the reported components by the ACP teachers, principals, and coordinators?

In order to determine the components implemented by the 4 counties, the researcher requested a copy of each counties' Alternative Certification Program plan. The components were then included on the survey instrument. Participants in this study selected all the components used in their particular school district. They were also provided an opportunity to add additional components that were not included on the survey. This opportunity was afforded the ACP teachers, principals and coordinators.

The data showed 14% (n= 25) of the teachers listed supervised internship as a component even though it was not part of their program, and 13% (n= 23) were unaware of university support when it was present. The mean percentage of teacher participants that selected components not available in their ACP was approximately 36% (n= 64), and the mean of those correctly identifying the components was approximately 64% (n= 113). Table 15 presents these data.

The principals were less aware of the program's components and lack of components than the ACP teachers. The mean percentage of principals that selected components not available in their county was approximately 43% (n= 33), and those correctly identifying the components was approximately 57% (n= 45). These data are presented in Table 15.

The coordinators correctly identified all the components. This was expected because the coordinators were responsible for implementing the program. See Table 15 for the presentation of these data.

Table 15
Percentage of Groups Correctly Identifying ACP Components

Components	Number of School Districts	Teachers	Principals	Coordinators
Workshops/In-services	4	84%	88%	100%
Supervised Internship	0	14%	26%	100%
Course Work	2	93%	72%	100%
State Exams	4	80%	62%	100%
In-class Assessments	4	85%	53%	100%
Mentoring	4	87%	79%	100%
University Support	2	6%	24%	100%

Note. “Number of School Districts” represents the number of school districts that include that component in their program.

The teachers listed the following additional components in the free response area: good hands-on work, homework assignments, focus groups, classes, on-line courses, ESOL, and the district coordinator. The items listed under this category by the principals were: cohort programs and district support. The coordinators listed National Board Certified teacher support, and a 4 full days of a personal mentor in the teacher’s classroom.

The data were analyzed by school district as well as by category: teacher, principal and coordinator. Table 16 displays the data by each county for teacher respondents.

Table 16
Percentage of Teachers by County Correctly Identifying ACP Components

Components	County 1 Teachers	County 2 Teachers	County 3 Teachers	County 4 Teachers
Workshops/In-services Total: 86%	96%	82%	67%	50%
Supervised Internship Total: 85%	76%	87%	67%	75%
Course Work Total: 91%	96%	92%	77%	50%
State Exams Total: 78%	86%	80%	56%	25%
In-class Assessments Total: 84%	81%	85%	78%	50%
Mentoring Total: 85%	90%	87%	56%	50%
University Support Total: 8%	10%	5%	22%	75%

Note. The Teachers column represents the percent of the teacher respondents that indicated the correct components of the program in their county.

Teachers

The data were analyzed by county. In County 1, the teachers were not aware of university support being a component of their program (10%, n= 2). In County 2, the program does not utilize course work as a component, yet 93% (n= 132) of the teachers indicated that course work was a component. Only 56% (n= 5) of the County 3 teachers

and 25% (n=1) of County 4 teachers were aware of the state exams and mentoring components of their program. In addition, only 50% (n= 2) of the teachers in County 4 were aware of workshops and in-class assessments that were required in their program.

Principals

The data received from the principals were analyzed by county. It was evident that the principals from all 4 counties were aware of the workshops and in-services required in the ACP. However, overall, a low percentage of correctness occurred in the awareness of in-class assessment, which consisted of class observations (50%, n= 36). Even if the principal was not the administrator in charge of assessing the ACP participant, it was assumed the principal would be aware of the required in-class assessments. This was somewhat interesting because it was the responsibility of the principal to authorize completion of a participant for the accomplished practices, and the accomplished practices had to be observed. Table 17 presents the principal data by county.

Table 17
 Percentage of Principals Reported Perception Correct with Written Plan

Components	County 1 Principals	County 2 Principals	County 3 Principals	County 4 Principals
Workshops/In-services Total: 89%	94%	88%	75%	100%
Supervised Internship Total: 77%	75%	68%	63%	100%
Course Work Total: 45%	100%	18%	38%	25%
State Exams Total: 58%	63%	62%	56%	50%
In-class Assessments Total: 50%	56%	54%	38%	50%
Mentoring Total: 78%	81%	80%	75%	75%
University Support Total: 49%	25%	72%	50%	50%

Note. The Principals column represents the percent of the principal respondents that indicated the correct components of the program in their county.

In summary, the data revealed that the teacher participants and the principals were not aware of all the components of the ACP in their county. All the district had the components required by the state: workshops/in-services, state exams, in-class assessments and mentoring. In addition, County 1 and County 3 implemented university support and course work.

Coordinators

The coordinators' perceptions were not reported in a table because the coordinators were 100% correct in their perceptions of the components. This occurred because the coordinators were very aware of the components of their county's ACP plan. In most instances, the coordinators were the authors of their county's plan. In addition, the coordinators were responsible for implementing the plan, which meant they were knowledgeable of all the components. Therefore, the coordinators were not included in the reporting of correct perceptions of ACP components.

Research Question 2

Of those targeted criteria needed for successful teaching as identified in the literature, how did the following rank the criteria: (a) ACP teachers; (b) Coordinators; (c) Principals? How did the groups compare in their rankings of the criteria?

Teachers

Respondents were asked to rank four essential criteria identified in the literature as important for success as an ACP teacher using a scale of 1 to 5 with 1 being "not important" and 5 being "very important." ACP teachers ranked the first item, extent of pedagogical knowledge and the data were analyzed by county. Of the teachers in County 1, 76% (n= 16) reported this criteria was "somewhat" to "very" important to their success as a teacher, while 90% (n= 129) of County 2 teachers, 89% (n= 8) of County 3 teachers, and 100% (n= 4) of County 4 teachers reported in this range. Table 18 presents these data. However, when analyzing the data in the "very" important category the results differ. Only 52% (n=11) of County 1 teachers viewed this criteria as being "very"

important to their success, as did 65% (n= 93) of County 2 teachers, 56% (n= 5) of County 3 teachers and 75% (n=3) of County 4 teachers.important criteria in all the counties. County 1 respondents reported that a variety of teaching strategies was “somewhat” to “very” important to success as an ACP teacher (90%, n=19). The teachers in the other counties reporting in this range were: County 2 (98%, n= 4), County 3 (100%, n= 9), and County 4 (100%, n = 4). Analyzing the data found in the “very” important category were reflective of the same importance value. This criteria was viewed as “very” important to success by the following respondents: County 1 (81%, n =17), County 2 (80%, n= 155), County 3 (78%, n= 7), and County 4 (100%, n= 4). These data are presented in Table 18.

The third criteria, classroom management techniques, was also reported by the respondents as being an item of high importance from the four listed. Teachers in County 1 ranked this item as “somewhat” to “very” important (90%, n= 19) whereas, 96% (n= 137) of teachers in County 2, 100% (n= 9) of teachers in County 3, and 100% (n= 4) of teachers in County 4 also ranked this item the same. Respondents reporting this criteria as being “very” important were as follows: 86% (n= 19) of County 1, 84% (n= 137) of County 2, 78% (n= 9) of County 3, and 100% (n= 4) of County 4. Table 18 presents these data.

The fourth criteria, understanding of learner, was reported overall as the third most important on the list for the success of an ACP teacher. This was true in both the “somewhat” to “very” and just “very” ranges. However, individually, County 1 teachers ranked this criteria as being the least important item of the four (86%, n= 18). County 2

teachers ranked this criteria as being the third most important of the four (94%, n= 134).

County 3 teachers ranked understanding of learner as the most important item (100%; n = 9), while 100% (n= 4) of County 4 teachers ranked the item as one of the most important (tied with variety of strategies and classroom management techniques). The reporting of this criteria as being “very” important to success resulted in 38% (n= 8) of County 1 teachers, 70% (n= 100) of County 2, 89% (n= 8) of County 3, and 100% (n= 4) of County 4 teachers. See Table 18 for a presentation of these data.

The representation of the criteria ranking by importance is displayed cumulatively in Figure 1. After analyzing the data quantitatively the ranking of importance by the ACP teachers in the 4 public school districts was: (1) classroom management techniques; (2) variety of teaching strategies; (3) understanding of learner; and (4) extent of pedagogical knowledge.

Table 18
Teaching Criteria Ranking of Importance as Perceived by Teachers

Criteria	Ranking					Percentage	
	(Not Very) 1	(A Little) 2	(Neutral) 3	(Somewhat) 4	(Very) 5	(Somewhat to Very)	(Very)
Extent of pedagogical knowledge							
County 1	0	1	4	5	11	76%	52%
County 2	0	2	11	36	93	90%	65%
County 3	0	1	0	3	5	89%	56%
County 4	0	0	0	1	3	100%	75%
Variety of teaching strategies							
County 1	0	0	2	2	17	90%	81%
County 2	1	0	2	25	11	98%	80%
County 3	0	0	0	2	5	100%	78%
County 4	0	0	0	0	7	100%	100%
Classroom management techniques							
County 1	1	0	1	1	18	90%	86%
County 2	2	0	4	17	12	96%	84%
County 3	0	0	0	2	0	100%	78%
County 4	0	0	0	0	7	100%	100%
Understanding of Learner							
County 1	0	1	2	10	8	86%	38%
County 2	1	1	6	34	10	94%	70%
County 3	0	0	0	1	0	100%	89%
County 4	0	0	0	0	8	100%	100%

Note: Some teachers did not rank some of the criteria so the total number of teachers surveyed is not necessarily reflected in the total number of responses for each criteria.

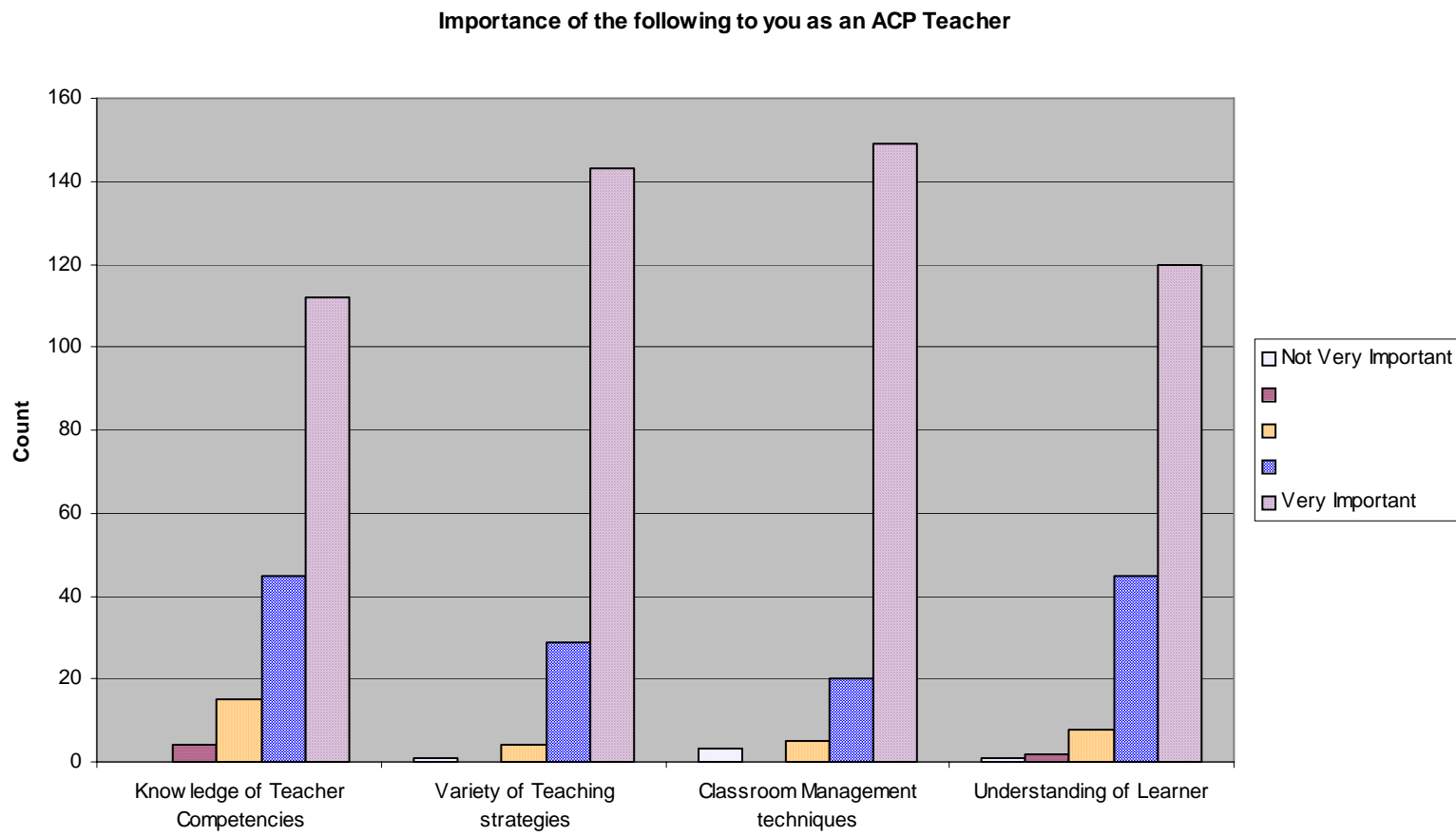


Figure 1: Teacher Ranking of Importance of Successful Teaching Criteria

Principals

The principals also rated the criteria deemed necessary for success as a teacher. The principals reported their responses using the same 1-5 rating scale with 1 being “not very important” and 5 being “very important.” The first criteria, extent of pedagogical knowledge, was viewed by 81% (n= 13) of County 1 principals as being “somewhat” to “very” important to the success of ACP teachers. The “somewhat” to “very” important ranking by County 2 principals was 82% (n= 41), County 3 was 88% (n= 7), and County 4 was 100% (n= 4). These data are presented in Table 19.

The second identified criteria, variety of teaching strategies, was also reported by principals as being a rather important criteria. Many of the principals in County 1 (88%, n= 14) viewed this criteria as being “somewhat” to “very” important, 98% (n= 49) of the principals in County 2, 88% (n= 7) of County 3 principals, and 75% (n= 3) of County 4 principals agreed. These data are presented in Table 19.

Classroom management techniques were the third identified criteria that principals ranked the importance to the success of ACP teachers. All the County 1 principals (100%, n= 16), 90% (n= 45) of County 2 principals, 75% (n= 6) of County 3 principals, and 75% (n=3) of County 4 principals reported this criteria as “somewhat” to “very” important. See Table 19 for a presentation of these data.

The fourth criteria ranked by principals was understanding of learner. County 1 principals reported this as “somewhat” to “very” important to the success of an ACP teacher (94%, n= 15), while 94% (n= 47) of County 2, 100% (n= 8) of County 3, and 100% (n= 4) of County 4 principals agreed. These data are presented in Table 19.

After analyzing the data quantitatively the ranking of importance by the principals in the 4 public school districts was: (1) understanding of learner; (2) variety of teaching strategies; (3) classroom management techniques; and (4) extent of pedagogical knowledge.

Table 19
Teaching Criteria Ranking of Importance as Perceived by Principals

Criteria	Ranking					Percentage	
	(Not Very) 1	(A Little) 2	(Neutral) 3	(Somewhat) 4	(Very) 5	(Somewhat to Very)	(Very)
Extent of pedagogical knowledge							
County 1	0	0	1	9	4	81%	25%
County 2	0	1	6	20	21	82%	46%
County 3	0	0	1	2	5	88%	63%
County 4	0	0	0	3	1	100%	25%
Variety of teaching strategies							
County 1	0	0	2	3	11	88%	69%
County 2	1	0	1	9	40	98%	80%
County 3	0	0	1	1	6	88%	75%
County 4	0	0	1	1	2	75%	50%
Classroom management techniques							
County 1	1	0	0	1	15	100%	94%
County 2	2	0	1	5	40	90%	80%
County 3	0	0	0	3	3	75%	38%
County 4	0	0	1	0	3	75%	75%
Understanding of Learner							
County 1	0	0	0	5	10	94%	63%
County 2	1	0	2	14	33	94%	66%
County 3	0	0	0	4	4	100%	50%
County 4	0	0	0	1	3	100%	75%

Note: Some principals did not rank some of the criteria so the total number of principals surveyed is not necessarily reflected in the total number of responses for each criteria.

Coordinators

The ACP coordinators for the 4 central Florida counties were also surveyed on the importance of the identified criteria needed for success. Only three coordinators responded to the survey. All three of the ACP coordinators ranked every competency as being “very” important to the success of an ACP teacher. The coordinator from County 4 did not return the survey. See results in Table 20.

Table 20
Teaching Criteria Ranking of Importance as Perceived by Coordinators

Criteria	Ranking (Not Very) 1	(A Little) 2	(Neutral) 3	(Somewhat) 4	(Very) 5	Percentage (Somewhat to Very)	(Very)
Extent of pedagogical knowledge							
County 1	0	0	0	0	1	100%	100%
County 2	0	0	0	0	1	100%	100%
County 3	0	0	0	0	1	100%	100%
County 4	0	0	0	0	0	0%	0%
Variety of teaching strategies							
County 1	0	0	0	0	1	100%	100%
County 2	0	0	0	0	1	100%	100%
County 3	0	0	0	0	1	100%	100%
County 4	0	0	0	0	0	0%	0%
Classroom management techniques							
County 1	0	0	0	0	1	100%	100%
County 2	0	0	0	0	1	100%	100%
County 3	0	0	0	0	1	100%	100%
County 4	0	0	0	0	0	0%	0%
Understanding of Learner							
County 1	0	0	0	0	1	100%	100%
County 2	0	0	0	0	1	100%	100%
County 3	0	0	0	0	1	100%	100%
County 4	0	0	0	0	0	0%	0%

Note: Coordinator for County 4 did not return survey.

Research Question 3

What were the advantages/disadvantages of the program as viewed by the ACP participants, principals, and coordinators? Did their views differ or were they similar?

Advantages

Respondents were asked to rank four advantages of ACP identified in the literature on a scale of 1 to 5 with 1 being “not important” and 5 being “very important.” The data were analyzed by each county and by each group: teachers, principals and coordinators. The teachers’ responses are reported first.

Teachers

The teachers ranked the advantages found in the literature and data were analyzed. One ACP advantage found in the review of literature was that alternative certification attracted more minorities to teaching. The teacher respondents from County 1 (5%, n= 1) and respondents from County 4 (0%, n=0) disagreed that this was a “somewhat to great” advantage of the ACP. However, County 2 (19%, n= 27) and County 3 (11%, n= 1) did report this as being somewhat of an advantage. The majority of the respondents were “neutral” (34%, n= 60), and about one-third of the respondents viewed this as not being an advantage of the ACP at all (32%, n= 56). Results are presented in Table 21.

Another advantage of the ACP reported in the literature was the ACP was “more effective for retaining teachers.” County 1 (33%, n= 7) and County 3 (33%, n=3) reported the ACP as being “somewhat to great” as an advantage for retaining teachers.

More than one-half of County 2 participants viewed this as a “somewhat to great” advantage (54%, n= 77), while no respondents in County 4 viewed it as such (0%, n= 0). Overall, 49% (n= 87) of the respondents found the ACP to be “somewhat to great” in effectiveness for retaining teachers. See Table 21 for results.

The teacher participants were also asked to rank the importance of the advantage: “ACP teachers had a higher level of commitment due to maturity.” County 3 teachers reported the greatest number of “somewhat to great” (67%, n= 6), County 1 (52%, n= 11) and County 2 (57%, n= 81) agreed. Teachers in County 4 (25%, n= 1) did not view this as being a “somewhat to great” advantage. Overall, 27% (n= 47) of the counties reported “neutral.” Table 21 presents these data.

The ACP teacher participants also responded to their view of whether the ACP is advantageous in helping deter the teacher shortage. This item received a very favorable response from three of the counties. County 1 (81%, n= 17), County 2 (71%, n= 102), and County 3 (67%, n=6) reported this as a “somewhat to great” advantage of the ACP. Only 25% County 4 (n= 1) reported the same, whereas the majority of County 4 (75%, n= 3) remained “neutral.” See Table 21.

Another ACP advantage found in the literature was that the ACP added quality to public education. The teacher respondents were asked to rank this item as an advantage. This item ranked extremely high for all four counties in the “somewhat to great” range. County 1 reported 86% (n= 18), County 2 reported 83% (n= 119), County 3 reported 89% (n= 8), and County 4 reported 50% (n= 2) in this range. Overall, only 15% (n= 28)

of all the respondents reported at the “neutral” or below range from the 4 central Florida counties. Table 21 presents these data.

Another ACP advantage reported in the literature was mentoring. The respondents were asked to rank the advantage of this item. County 1 (48%, n= 10) and County 4 (50%, n= 2) results were similar in the “somewhat to great” range. County 2 (64%, n= 91) participants had the higher percentage in the “somewhat to great” range, and County 3 (33%, n= 3) had the lowest percentage in that range. Data are presented in Table 21.

The last ACP advantage the respondents were asked to rank was university support. This item generated the least responses in the “somewhat to great.” range. County 1 (5%, n=1), County 2 (10%, n= 14), County 3 (11%, n=1) and County 4 (25%, n=1) reported university support as being a “somewhat to great” advantage of the ACP. The majority of the respondents reported that university support was not an advantage of the ACP (32%, n= 57). Overall, only 10% (n= 17) of the respondents felt university support was “somewhat to great” as an ACP advantage. These data are presented in Table 21. However, it should be noted that only two of the alternative certification programs used in this study had university support.

The overall ranking of the advantages of the ACP by the ACP teachers resulted in the following: (1) adds quality to education; (2) helps deter the teacher shortage; (3) ACP teachers have a higher level of commitment due to maturity; (4) mentoring; (5) more effective for retaining teachers; (6) university support; and (7) attracts more minorities to teaching.

Table 21
Advantages of ACP as Perceived by Teacher Participants

Advantage	Ranking					Percentage	
	(Not) 1	(A Little) 2	(Neutral) 3	(Somewhat) 4	(Great) 5	(Somewhat to Great)	(Great)
Attracts more minorities to teaching							
County 1	7	2	7	1	0	5%	0%
County 2	43	15	49	15	12	19%	8%
County 3	4	1	2	1	0	11%	0%
County 4	2	0	2	0	0	0%	0%
More effective for retaining teachers							
County 1	7	1	3	5	2	33%	9%
County 2	6	18	39	34	43	54%	30%
County 3	1	1	3	1	2	33%	22%
County 4	1	1	2	0	0	0%	0%
ACP teachers have a higher level of commitment due to maturity							
County 1	0	2	7	5	6	52%	29%
County 2	8	16	35	42	39	57%	27%
County 3	0	0	3	4	2	67%	22%
County 4	0	1	2	1	0	25%	0%
Helps deter teacher shortage							
County 1	0	0	3	8	9	81%	43%
County 2	1	7	29	49	53	71%	37%
County 3	0	0	2	5	1	67%	11%
County 4	0	0	3	1	0	25%	0%

Note: Total number of teachers surveyed is not necessarily reflected in the total number of responses because some teachers did not rank each listed advantage.

Advantage	Ranking					Percentage	
	(Not 1	(A Little 2	(Neutral) 3	(Somewhat) 4	(Great) 5	(Somewhat to Great)	(Great)
Adds quality to public education							
County 1	0	1	2	7	11	86%	52%
County 2	0	5	17	58	61	83%	43%
County 3	0	0	0	3	5	89%	56%
County 4	0	1	1	1	1	50%	25%
Mentoring							
County 1	1	1	7	6	4	48%	19%
County 2	4	11	30	44	47	64%	33%
County 3	0	0	5	0	3	33%	33%
County 4	0	0	2	2	0	50%	0%
University Support							
County 1	3	6	5	1	0	5%	0%
County 2	50	17	25	6	8	10%	6%
County 3	4	2	1	0	1	11%	11%
County 4	0	0	2	0	1	25%	25%

Note: Total number of teachers surveyed is not necessarily reflected in the total number of responses because some teachers did not rank each listed advantage

The teachers were given an open response section to include any other advantages they perceived. Teachers in three of the counties expressed additional advantages in this section. These advantages are presented in Table 22.

Table 22
Additional Advantages of ACP as Perceived by Teachers

County	Advantages
County 1	<ul style="list-style-type: none"> • Expertise in school and real world experience can be shared with students and can help validate or encourage students
County 2	<ul style="list-style-type: none"> • Makes it more affordable for people to transition into teaching from other professions • Allows a person to work and have benefits during their education • You have people in the field at that time to bounce ideas and needs off of • Allows 2nd career persons to receive professional certification without having to go back to get a degree in education • Can get strategies and ideas from teachers in the field • Gives a better insight into the classroom atmosphere! • Support of local ACP coordinator and coursework
County 3	<ul style="list-style-type: none"> • Get paid while working • Teaches the methods and pedagogy I otherwise would not have learned • Less expensive than university
County 4	<ul style="list-style-type: none"> • No responses

Principals

The principals in the four counties were also asked to rank to the same ACP advantages found in the literature. The ranking of the ACP attracting more minorities to teaching resulted in almost similar ranking among the 4 counties. Approximately one-third of three counties' principals ranked this in the "somewhat to great." In County 1, 31% principals (n= 5) ranked "somewhat to great" as an ACP advantage, while 36% of County 2 principals (n= 18), and 38% of County 3 principals (n= 3) agreed. County 4 principals reported a higher percentage in the "somewhat to great" range (50%, n= 2). Overall, about one-third (36%, n= 28) of all the principals surveyed considered the ACP as somewhat an advantage to attracting more minorities to teaching. It was interesting to note that 32% (n= 25) of the principals responding were neutral regarding the item.

Table 23 presents these data.

The second advantage the principals were asked to rank pertained to whether the ACP was more effective for retaining teachers. County 1 responded with 50% (n= 8) of the principals considering this as "somewhat to great" as an advantage, whereas, County 2 reported 54% (n= 27), County 3 reported 63% (n= 5) and County 4 reported 25% (n= 1). Overall, 53% (n= 41) of the principals responding ranked this as being a "somewhat to great" advantage of the ACP. These data reflect the retention of teachers from the principals' perspective as being a definite advantage of the ACP. Results are presented in Table 23.

The principals also ranked the third advantage, ACP teachers having a higher level of commitment due to maturity. Principals in County 1 found this item to be

“somewhat to great” as an advantage (31%, n= 5). The principals in County 2 (42%, n= 21), County 3 (38%, n= 3), and County 4 (50%, n= 2) agreed. Overall, 40% (n= 32) of the principals responding reported that the ACP teachers had a higher commitment due to maturity and that was somewhat of an advantage to the Alternative Certification Program. Table 23 presents these data.

When asked to rank the advantage of the ACP helping deter the teacher shortage, all the principals ranked this item as the biggest advantage. Under the “somewhat to great” category, principals in County 1 reported their highest ranking (81%, n= 13) on the entire survey. County 2 principals (86%, n= 43), County 3 principals (88%, n= 7), and County 4 principals (75%, n= 3) also ranked this item the highest under the “somewhat to great” category than any other item on the survey. Overall, helping to deter the teacher shortage was perceived by the principals to be the biggest advantage of the ACP. See Table 23 for presentation of these data.

Adding quality to public education was another advantage the principals were asked to rank. The principals did not respond as positively to this as an advantage. The data for the principals in County 1 was 19% (n= 3), in County 2 it was 38% (n= 19), in County 3 it was 75% (n= 6), and in County 4 it was 50% (n= 2). Data are presented in Table 23.

Another advantage of the ACP, which the principals were asked to respond, was mentoring. Viewing the data from individual counties resulted in mentoring being second in the category of “somewhat to great.” The percentage of principals in County 1 reporting mentoring as being “somewhat to great” was 25% (n= 4), County 2 was 64%

(n= 32), County 3 was 50% (n= 4), and County 4 was 25% (n= 1). Data are presented in Table 23.

The last advantage the principals were asked to respond was university support. This item ranked the lowest among the individual counties as well as collectively. The results for university support in the “somewhat to great” range were: County 1 (19%, n= 3), County 2 (14%, n= 7), County 3 (25%, n= 1), and County 4 (25%, n= 1). University support was perceived by principals to be little advantage of the Alternative Certification Program. Once again, this could have resulted from the fact that only two counties utilized university support in their ACP. Table 23 presents these data.

The overall ranking of the advantages of the ACP by the principals resulted in the following: (1) helps deter the teacher shortage; (2) more effective for retaining teachers; (3) adds quality to public education; (4) mentoring; (5) ACP teachers have a higher level of commitment due to maturity; (6) attracts more minorities to teaching; and (7) university support.

Table 23
Advantages of ACP as Perceived by Principals

Advantage	Ranking					Percentage	
	(Not 1)	(A Little 2)	(Neutral) 3	(Somewhat) 4	(Great) 5	(Somewhat to Great)	(Great)
Attracts more minorities to teaching							
County 1	1	2	6	3	2	31%	13%
County 2	5	7	14	10	8	36%	16%
County 3	0	0	5	3	0	38%	0%
County 4	2	0	0	1	1	50%	25%
More effective for retaining teachers							
County 1	4	2	7	7	1	50%	6%
County 2	1	5	14	14	13	54%	26%
County 3	0	0	3	5	0	63%	0%
County 4	1	0	2	0	1	25%	25%
ACP teachers have a higher level of commitment due to maturity							
County 1	3	3	3	4	1	31%	6%
County 2	2	13	12	15	6	42%	12%
County 3	1	0	4	3	0	38%	0%
County 4	0	0	2	2	0	50%	0%
Helps deter teacher shortage							
County 1	1	1	0	10	3	81%	19%
County 2	0	2	5	22	21	86%	42%
County 3	0	0	1	6	1	88%	13%
County 4	0	1	0	1	2	75%	50%

Note: Total number of principals is not necessarily reflected in the total number of responses because some principals did not rank each listed advantage.

Advantage	Ranking					Percentage	
	(Not) 1	(A Little) 2	(Neutral) 3	(Somewhat) 4	(Great) 5	(Somewhat to Great)	(Great)
Adds quality to public education							
County 1	2	3	7	2	1	19%	6%
County 2	1	8	20	13	6	38%	12%
County 3	0	1	1	6	0	75%	0%
County 4	0	1	1	1	1	50%	25%
Mentoring							
County 1	1	3	6	4	0	25%	0%
County 2	1	4	13	18	14	64%	28%
County 3	0	0	4	4	0	50%	0%
County 4	0	0	3	1	0	25%	0%
University Support							
County 1	4	1	5	3	0	19%	0%
County 2	4	3	18	5	2	14%	4%
County 3	1	0	5	2	0	25%	0%
County 4	1	0	2	0	1	25%	25%

Note: Total number of principals is not necessarily reflected in the total number of responses because some principals did not rank each listed advantage.

The principals were also given a free response section to list any additional advantages of the ACP. The additional advantages are presented in Table 24.

Table 24
Additional Advantages as Perceived by Principals

County	Advantage
County 1	Cohort Program
County 2	District Support

Coordinators

The coordinators were also asked to respond to their perceptions of the advantages of the ACP. The coordinator from County 4 did not return the survey, so the results were calculated using the returned surveys from the other 3 counties.

Overwhelmingly, all three county coordinators reported mentoring as being the biggest advantage of the ACP. When asked to rank whether the ACP attracted more minorities to teaching, the coordinators from the three counties all agreed that was an advantage. The coordinator from County 1 reported “somewhat” while the coordinators from County 2 and County 3 reported “great.” Similar results were found when the coordinators ranked whether the ACP helped deter the teacher shortage. The coordinator from County 3 reported “somewhat” while County 1 and County 2 coordinators reported “great.” Data are presented in Table 25.

Some items produced different results from the three coordinators. The ranking of ACP teachers having a higher level of commitment due to maturity received a

“neutral” response from the coordinator from County 1, a “great” response from the County 2 coordinator, and a “somewhat” response from the County 3 coordinator. The ranking of university support as an ACP advantage also resulted in different responses from the coordinators. The County 2 coordinator responded that university support was not an advantage. The coordinator from County 1 reported a “neutral” response to university support, even though their ACP included it. The other county that included university support was County 3. The coordinator from County 3 responded with a “great” ranking. Table 25 presents these data.

In addition, the County 2 and County 3 coordinators both ranked the ACP being more effective for retaining teachers as a “great” advantage of the ACP. However, the County 1 coordinator did not respond to the question at all. Coordinators from County 2 and County 3 also agreed that a “great” advantage of the ACP was the addition of quality to public education. The coordinator in County 1 remained “neutral” on this item. Overall, mentoring and the ACP helping deter the teacher shortage were the top two advantages reported by the coordinators. Both were ranked equally by the coordinators in the “somewhat to great” range. The remaining advantages were ranked similarly and therefore, did not create a hierarchy of advantages as perceived by the coordinators. See Table 25 for presentation of results.

The coordinators were also given an open response section in which additional advantages of the ACP could be listed. The coordinator from County 1 listed an advantage as “guidance” toward professional certification, and the coordinator from County 3 listed National Board Certification support as an additional advantage.

Table 25
Advantages of ACP as Perceived by Coordinators

Advantage	Ranking					Percentage	
	(Not) 1	(A Little) 2	(Neutral) 3	(Somewhat) 4	(Great) 5	(Somewhat)	(Great)
Attracts more minorities to teaching							
County 1	0	0	0	1	0	100%	0%
County 2	0	0	0	0	1	100%	100%
County 3	0	0	1	0	0	0%	0%
County 4	-	-	-	-	-	-	-
More effective for retaining teachers							
County 1	0	0	0	0	0	0%	0%
County 2	0	0	0	0	1	100%	100%
County 3	0	0	0	0	1	100%	100%
County 4	-	-	-	-	-	-	-
ACP teachers have a higher level of commitment due to maturity							
County 1	0	0	1	0	0	0%	0%
County 2	0	0	0	0	1	100%	100%
County 3	0	0	0	0	1	100%	100%
County 4	-	-	-	-	-	-	-
Helps deter teacher shortage							
County 1	0	0	0	0	1	100%	100%
County 2	0	0	0	0	1	100%	100%
County 3	0	0	0	1	0	100%	0%
County 4	-	-	-	-	-	-	-

Note: County 4 did not return the survey. A dash (-) represents no survey was returned. Some coordinators did not respond to a particular item so there may not be a percentage for that county for that item.

Advantage	Ranking					Percentage	
	(Not) 1	(A Little) 2	(Neutral) 3	(Somewhat) 4	(Great) 5	(Somewhat)	(Great)
Adds quality to public education							
County 1	0	0	1	0	0	0%	0%
County 2	0	0	0	0	1	100%	100%
County 3	0	0	0	0	1	100%	100%
County 4	-	-	-	-	-	-	-
Mentoring							
County 1	0	0	0	0	1	100%	100%
County 2	0	0	0	0	1	100%	100%
County 3	0	0	0	0	1	100%	100%
County 4	-	-	-	-	-	-	-
University Support							
County 1	0	0	1	0	0	0%	0%
County 2	1	0	0	0	0	0%	0%
County 3	0	0	0	0	1	100%	100%
County 4	-	-	-	-	-	-	-

Note: County 4 did not return the survey. A dash (-) represents no survey was returned. Some coordinators did not respond to a particular item so there may not be a percentage for that county for that item.

In summary, the results analyzed pertaining to the perceptions of the advantages of the ACP varied from the groups surveyed: teachers, principals, and coordinators. The difference in rankings reflected the different thinking of the three groups that comprised the Alternative Certification Programs. The coordinators designed the programs, the principals helped implement the program, and the teachers participated in the program. Similarities should exist among the groups in their perceptions of the advantages of the Alternative Certification Program. However, the data did not indicate this. The agreement on the ACP advantages between the groups could be useful information for the alternative certification programs. This will be discussed in more detail in Chapter 5.

Disadvantages

The researcher also sought to collect data pertaining to the disadvantages of the ACP, which were documented in the review of literature. Once again, the researcher surveyed the ACP teachers, principals, and coordinators and asked them to rank the disadvantages on a scale of 1 to 5 with 1 being “not a disadvantage” and 5 being a “great disadvantage.”

Teachers

The teachers responded to four disadvantages cited in the review of literature. The first disadvantage the teachers ranked was whether the ACP took time away from their lesson preparation due to taking classes while teaching. Data for County 1 teachers resulted in 48% (n=10) feeling this was a “somewhat to great” disadvantage, while 27% (n= 39) of County 2 teachers, 78% (n= 7) of County 3 teachers, and 50% (n= 2) of

County 4 teachers reported the same “somewhat to great” ranking. The data revealed that the teachers perceived this as the second greatest disadvantage of the Alternative Certification Program. The results are presented in Table 26.

Another disadvantage the teachers ranked was whether they felt under prepared to teach. When asked to rank this item as a “somewhat to great” disadvantage, the teachers responded as follows: 38% (n= 8) of County 1 teachers, 8% (n= 12) of County 2 teachers, 22% (n= 2) of County 3 teachers, and 50% (n= 2) of County 4 teachers. Overall, only 14% (n= 24) of the teachers perceived the feeling of being under prepared as a “somewhat to great” disadvantage. The data show that the teachers did not perceive the feeling of being under prepared as a major disadvantage. Table 26 presents these data.

The third disadvantage the teachers were asked to rank as a disadvantage was feeling overwhelmed. In County 1, 71% (n= 15) of the teachers perceived this as being a “somewhat to great” disadvantage of the ACP. In County 2, 33% (n= 47) agreed this was a “somewhat to great” disadvantage. County 3 (100%, n= 9) and County 4 (75%, n= 3) also had high rankings for feeling overwhelmed. Overall, the feeling of being overwhelmed was the greatest disadvantage of the ACP as perceived by the teacher respondents. See Table 26 for presentation of these data.

The last disadvantage the teachers were asked to rank was inadequate preparation prior to entering the classroom. In ranking this item, 48% (n= 10) of County 1 teachers perceived this a “somewhat to great” a disadvantage, while 24% (n= 34) of County 2, 11% (n= 1) of County 3, and 25% (n= 1) of County 4 teachers agreed. Overall, 26% (n= 46) of the teachers perceived inadequate preparation as being “somewhat to great” of a

disadvantage. The data reflected inadequate preparation prior to entering the classroom as a disadvantage perceived by the teachers. However, this was only ranked as the fourth greatest disadvantage by the teachers and is presented in Table 26.

The overall ranking of the disadvantages of the ACP by the ACP teachers resulted in the following: (1) feeling overwhelmed; (2) taking time from lesson preparation due to taking classes while teaching; (3) feeling under prepared; and (4) inadequate preparation prior to entering the classroom.

Table 26
Disadvantages of ACP as Perceived by Teachers

Disadvantage	Ranking					Percentage	
	(Not) 1	(A Little) 2	(Neutral) 3	(Somewhat) 4	(Great) 5	(Somewhat to Great)	(Great)
Takes time from preparation due to taking classes while teaching							
County 1	2	2	7	2	8	48%	38%
County 2	43	29	30	27	12	27%	8%
County 3	0	2	0	1	6	11%	67%
County 4	0	0	2	0	2	50%	50%
Feel under prepared							
County 1	3	4	6	2	6	38%	29%
County 2	51	30	46	10	2	8%	1%
County 3	1	1	5	1	1	22%	11%
County 4	0	1	1	1	1	50%	25%
Feel overwhelmed							
County 1	1	2	3	6	9	71%	43%
County 2	29	27	37	27	20	33%	14%
County 3	0	0	0	4	5	100%	56%
County 4	0	0	1	2	1	75%	25%
Inadequate preparation prior to entering the classroom							
County 1	1	3	6	4	6	48%	29%
County 2	39	37	27	23	11	24%	8%
County 3	2	2	4	0	1	11%	11%
County 4	0	1	2	0	1	25%	25%

Note: Total number of teachers is not necessarily reflected in the total number of responses because some teachers did not rank each listed disadvantage.

Principals

The principals were asked to rank the same disadvantages as the teachers. The principals ranked the ACP disadvantage of taking time from preparation due to taking classes while teaching as the lowest ranking of the four. The data shows the principals viewed this as not being a disadvantage when ranked against the other three choices. In County 1, 44% (n= 7) of the principals perceived this as “somewhat to great” a disadvantage. In County 2 16% (n= 8) of the principals ranked this as a “somewhat to great” a disadvantage, while 13% (n= 1) of County 3 and 75% (n= 3) of County 4 agreed. Overall, the principals that responded perceived this item not as a “somewhat to great” disadvantage of the ACP (24%, n=19). These results are presented in Table 27.

The second disadvantage the principals were asked to rank was whether the ACP teacher was under prepared. County 1 principals were almost evenly divided with 50% (n=8) of them perceiving this as being a “somewhat to great” disadvantage. In County 2, 40% (n= 20), 38% (n= 3) of County 3, and 50% (n= 2) of County 4 perceived the item as being “somewhat to great” a disadvantage of the Alternative Certification Program. Analyzing the data collectively, the results revealed that 42% (n=33) of the principals perceived this as “somewhat to great” a disadvantage. This item ranked as the third lowest of the four when analyzing the data individually by counties or collectively. Data are presented in Table 27.

The next item the principals were asked to rank, feeling overwhelmed, ranked as the biggest disadvantage of the four listed, both individually and collectively. In County 1, 63% (n= 10) of the principals perceived the overwhelmed feeling to be “somewhat to

great” of a disadvantage. In County 2, 52% (n= 26) of the principals ranked the overwhelmed feeling as “somewhat to great” of a disadvantage and 18% (n= 9) ranked it as a “great” disadvantage. County 3 and County 4 principals ranked similarly. In County 3, 63% (n= 5) of the principals ranked this as “somewhat to great” of a disadvantage, and 75% (n= 3) of County 4 principals agreed. Overall, 56% (n= 44) of all the principals responding perceived the feeling of being overwhelmed as “somewhat to great” of a disadvantage of the ACP. Table 27 presents these results.

The last item the principals ranked as a disadvantage of the ACP was inadequate preparation prior to entering the classroom. Overwhelmingly the principals perceived this as the second greatest disadvantage of the four they were asked to rank. At least half the respondents in each county ranked this as being a “somewhat to great” disadvantage. Two counties reflected one-half the principals ranking this as “somewhat to great”, County 1 (50%, n= 8) and County 3 (50%, n= 4). More than one-half of County 2 principals (62%, n= 31) and County 4 (59%, n= 3) chose the “somewhat to great” ranking. Collectively, 59% (n= 46) of the principals ranked this as a “somewhat to great” disadvantage. Data are presented in Table 27.

The overall ranking of the disadvantages of the ACP by the principals resulted in the following: (1) feeling overwhelmed; (2) inadequate preparation prior to entering the classroom; (3) feeling under prepared; and (4) takes time from lesson preparation due to taking classes while teaching .

Table 27
Disadvantages of ACP as Perceived by Principals

Disadvantage	Ranking					Percentage	
	(Not 1)	(A Little 2)	(Neutral) 3	(Somewhat) 4	(Great) 5	(Somewhat to Great)	(Great)
Takes time from preparation due to taking classes while teaching							
County 1	3	2	3	6	1	44%	6%
County 2	12	8	19	7	1	16%	2%
County 3	2	3	2	1	0	13%	0%
County 4	0	0	1	2	1	75%	25%
Feel under prepared							
County 1	0	1	5	5	3	50%	19%
County 2	5	6	17	14	6	40%	12%
County 3	0	2	3	1	2	38%	25%
County 4	0	0	2	1	1	50%	25%
Feel overwhelmed							
County 1	0	1	4	4	6	63%	38%
County 2	2	4	16	17	9	52%	18%
County 3	0	0	3	4	1	63%	13%
County 4	0	0	1	2	1	75%	25%
Inadequate preparation prior to entering the classroom							
County 1	0	1	5	2	6	50%	38%
County 2	3	5	8	14	17	62%	34%
County 3	0	2	2	2	2	50%	25%
County 4	0	0	1	2	1	75%	25%

Note: Total number of principals is not necessarily reflected in the total number of responses because some principals did not rank each listed disadvantage.

Coordinators

The coordinators were also asked to rank the disadvantages on a scale of 1 to 5. The coordinator for County 4 did not return the survey, so no data was collected from County 4. The first item, ACP takes time from preparation due to taking classes while teaching, was only considered a disadvantage by one coordinator. The coordinator from County 1 perceived this as a “great” disadvantage. However, the coordinator from County 2 ranked the time taken from preparation because of taking classes as being no disadvantage, while the coordinator from County 3 remained “neutral.” Data are presented in Table 28.

The second disadvantage, the feeling of being under prepared, was ranked by the coordinator in County 1 as being a “great” disadvantage and was ranked as “somewhat” of a disadvantage by the coordinator in County 3. The coordinator in County 2 remained “neutral” in the ranking of this item. Table 28 presents these data.

When ranking the feeling of being overwhelmed as a disadvantage, the coordinator in County 1 and the coordinator in County 2 remained “neutral.” The County 3 coordinator perceived the feeling of being overwhelmed as “somewhat” of a disadvantage of the ACP. The coordinators’ rankings are presented in Table 28.

The last item the coordinators were asked to rank, inadequate preparation prior to entering the classroom, also resulted in mixed results. The coordinator from County 1 perceived this as a “great” disadvantage. However, the coordinator from County 2 ranked this a not being a disadvantage, and the coordinator from County 3 remained “neutral” on this issue. These results are presented in Table 28.

Overall, the coordinators did not agree on any of the items being a great disadvantage to the teachers. In fact, only one coordinator, the coordinator in County 1 ranked three items as being a “great” disadvantage. The coordinator in County 3 ranked two items as being “somewhat” of a disadvantage. The coordinator for County 2 did not rank any item with a ranking above “neutral.” Overall, only one item was perceived as either a “somewhat” or “great” disadvantage and that was the feeling of being under prepared. County 1 and County 3 coordinators did view this item somewhat similarly as a disadvantage. It was notable that the coordinator in County 2 did not rank any item as being a disadvantage. Table 28 presents these data.

Table 28
Disadvantages of ACP as Perceived by Coordinators

Disadvantage	Ranking					Percentage	
	(Not) 1	(A Little) 2	(Neutral) 3	(Somewhat) 4	(Great) 5	(Somewhat)	(Great)
Takes time from preparation due to taking classes while teaching							
County 1	0	0	0	0	1	0%	100%
County 2	1	0	0	0	0	0%	0%
County 3	0	0	1	0	0	0%	0%
County 4	-	-	-	-	-	-	-
Feel under prepared							
County 1	0	0	0	0	1	0%	100%
County 2	0	0	1	0	0	0%	0%
County 3	0	0	0	1	0	100%	0%
County 4	-	-	-	-	-	-	-
Feel overwhelmed							
County 1	0	0	1	0	0	0%	0%
County 2	0	0	1	0	0	0%	0%
County 3	0	0	0	1	0	100%	0%
County 4	-	-	-	-	-	-	-
Inadequate preparation prior to entering the classroom							
County 1	0	0	0	0	1	0%	100%
County 2	1	0	0	0	0	0%	0%
County 3	0	0	1	0	0	0%	0%
County 4	-	-	-	-	-	-	-

Note: County 4 did not return the survey. A dash (-) represents no response given on the survey.

Research Question 4

How many counties kept data on participants entering and exiting (completing) the program each year?

Three of the four coordinators responded to the survey. The three respondents from County 1, County 2, and County 3, all indicated that entrance and exit (before completion) data were maintained in their school district. The County 4 coordinator was the only coordinator that did not respond. Therefore, it was unknown if County 4 obtained and maintained these data. The respondents were asked to list the number of participants entering their ACP each year and the number of participants exiting before completion each year. These data are presented in Table 29. It was important to note that the numbers of participants in the table do not reflect the number of participants surveyed. The researcher obtained the list of participants in August 2005. The coordinators listed the number of participants entering the ACP for 2005 as of December 2005. More participants entered the program after the initial information was obtained and surveys were mailed. However, in County 1 fewer participants were listed in December 2005 than were listed in August 2005. This was a result of that county adding a program through a local community college that gave an option other than the district sponsored ACP to incoming non-education majors. This program allowed the participants to obtain college credit for training and courses. The ACP offered the same training and courses but did not give the participants college credit. Therefore, many of the participants opted to change programs. The coordinator from County 1 did not include the participants that changed programs in the number of participants exiting the

program before completion. County 1 currently has 22 ACP participants and 89 participants in the community college program.

Table 29
ACP Enter and Exit Data by County

County	Maintain Entrance Data	Maintain Exit Data	Year	Number Entering
County 1	Yes	Yes	2002	36
			2003	37
			2004	44
			2005	22*
County 2	Yes	Yes	2002	100+
			2003	200+
			2004	300+
			2005	500+
County 3	Yes	Yes	2002	Unknown
			2003	15
			2004	19
			2005	28
County 4	Unknown	Unknown	2002	Unknown
			2003	Unknown
			2004	Unknown
			2005	Unknown

Note. * Only indicates the number of ACP participants, not the participants in County 1's other program for non-education majors.

Research Question 5

How many participants exited the program before completion?

The coordinators were asked to list the number of ACP teacher participants that exited the program before completion. The coordinators listed these data by year and are presented in Table 30.

Table 30
ACP Exit Data by County

County	Year	Number Entering ACP	Number Exiting Before Completion	Percentage of Non- Completions
County 1	2002	36	10	28%
	2003	37	5	14%
	2004	44	13	30%
	2005	22	2	9%
County 2	2002	100+	0	0%
	2003	200+	0	0%
	2004	300+	0	0%
	2005	500+	2	<1%
County 3	2002	-	-	-
	2003	15	2	13%
	2004	19	1	5%
	2005	28	3	11%
County 4	2002	-	-	-
	2003	-	-	-
	2004	-	-	-
	2005	-	-	-

Note. A Dash (-) indicates no data was obtained.

The data collected from the County 2 coordinator showed that County 2 had the least ACP non-completing participants each year. In fact, the coordinator from County 2 reported a 0% of non-completing participants from 2002-2004. In 2005, the County 2 coordinator reported only 2 participants failing to complete the ACP. County 1 experienced a 14% decrease in non-completing participants from 2002 to 2003, but showed an increase of 16% non-completing participants in 2004. In 2005, County 1 showed a drastic decrease in non-completing participants (21%, n=11). This could have been a result of the new program County 1 recently offered to non-education majors. The program was called Educator Preparation Institute and contained 4 modules that were

designed and implemented by a local community college. The coordinator from County 3 did not report any data for 2002 because no data was collected by that county during that time. However, the coordinator did report more participants entering each of the subsequent years with a fluctuation of non-completion rates. In 2003, 15 participants entered the ACP and 13% (n= 2) did not complete the program. In 2004, even though more participants entered (n= 19), only 1 participant failed to complete the ACP. In 2005 more participants entered (n= 28) than had previously and the non-completion rate rose (11%, n= 3).

In August 2005, the researcher obtained information that 50 participants were in the ACP in County 1, while County 3 had 28. County 3 had fewer participants entering the program in 2005 (n= 28) than County 1 (n= 3), but County 3 had more non-completing participants. In 2003, the coordinator from County 1 reported 37 new participants while County 3's coordinator reported 15. The percentage of non-completing participants in County 1 was 14% (n=5), while County 3's was 13% (n= 2). However, there was a significant difference in the data reported for 2004. County 1 had 44 new participants with 30% (n= 13) being non-completing participants, while 19 new participants entered into County 3 and only 5% (n= 1) exited without completing the program. In 2004, County 1's non-completion rate increased 16% from the previous year while County 3's rate decreased 8%. In 2005, County 1 experienced a 21% decrease in non-completions, whereas County 3 experienced a 6% increase. Once again, the decrease in County 1 non-completing participants could be a result of the new program offered to non-educational majors.

Research Question 6

Was there one particular subject area that appeared to have a higher percentage of ACP teachers? Was that true for all 4 counties?

The researcher analyzed the overall results for the 4 central Florida counties.

County 1's top three subject areas for ACP participants were: math (24%, n= 5), science (10%, n=2), and English (19%, n= 4). County 1 had the highest number of vocational education teachers in the ACP than any other county (14%, n=3). The remaining respondents were all 5% (n= 1) of the total teachers reporting and listed history, music, art, and media specialist as their subject areas. Data for County 1 are presented in Figure 2.

County 2 data also showed the two largest subject areas for ACP teachers as math (30%, n=43) and science (29%, n=42). Once again English was the third highest percentage (25%, n=36); however, history ranked at 22% (n= 32). The areas of special education (n= 16) and reading (n= 11) both ranked 11%. Vocational education had 6% (n= 8) and PE/Health had 2% (n= 3). The remaining respondents were reflective of 1% and listed the following subject area: music (n=1), foreign language (n= 2), art (n= 1), newspaper (n= 1), elective (n= 2), media specialist (n= 2) and other (n= 1). See Figure 3 for data.

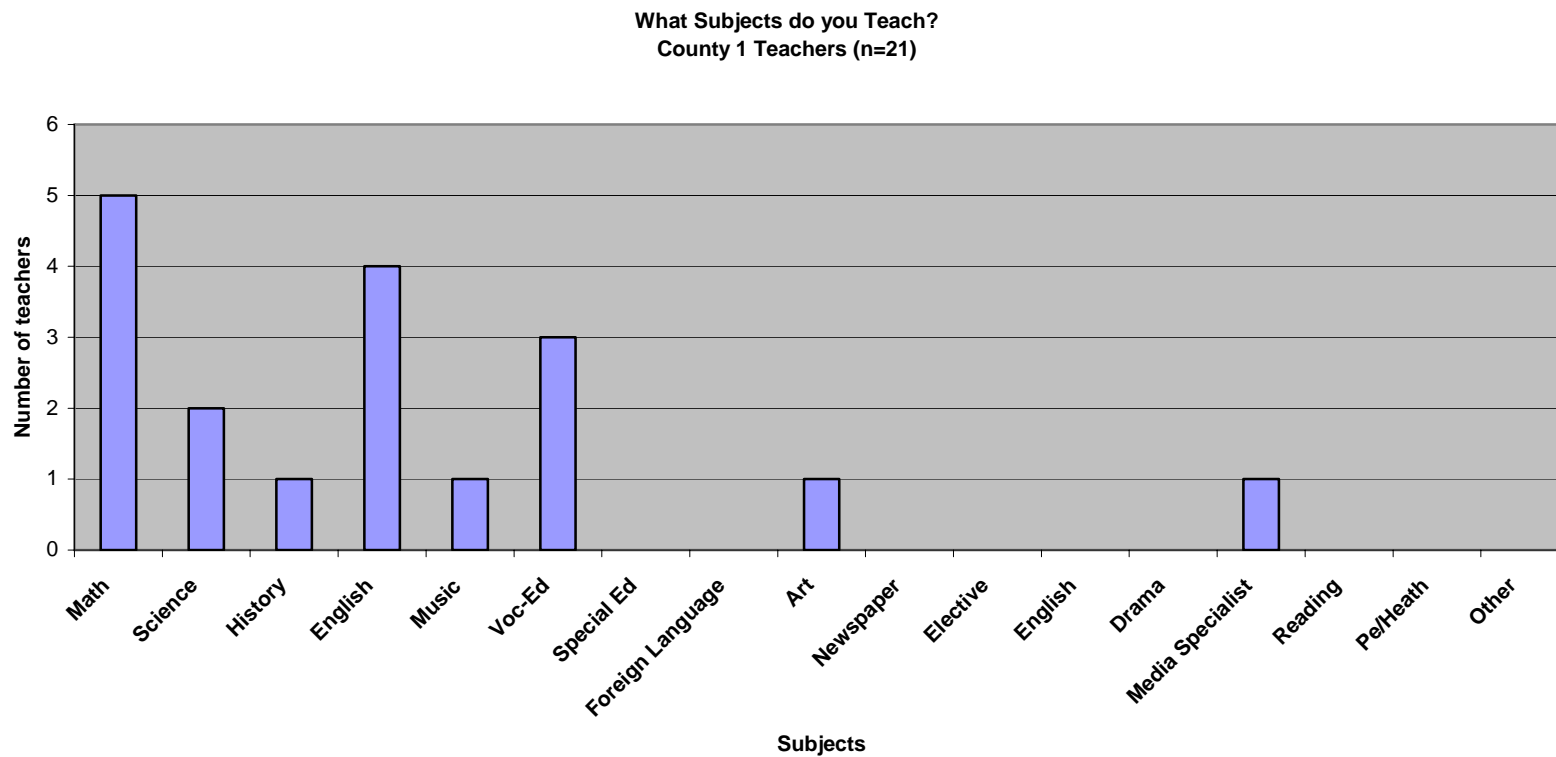
The subjects of math, history, and special education all tied as the top subject area in County 3 with 22% (n= 2) of the teachers teaching these subjects. There were no ACP science teachers in County 3. The remaining subject areas were foreign language, drama, and PE/health with 11% (n= 1) each. Figure 4 shows the data for County 3.

County 4 only had 4 respondents. Of those respondents, the highest percentage was 50% (n= 2) teaching history. After history, 25% (n= 1) taught business and 25% (n= 1) taught organizational behavior. There were no math or science subject areas represented by the respondents. These data for County 4 are displayed in Figure 5.

The data from County 3 showed only three subject areas all ranking 22%. Math (n= 2), history (n= 2) and special education (n= 2) all equaled 22% of the respondents in County 3. The remaining respondent taught foreign language for County 3. Data are represented in Figure 4.

Only 4 teachers responded from County 4. One respondent taught two subject areas and included both in the results. Science (n= 1), history (n= 1), and English (n= 1) were represented by 25% of the respondents, while 50% (n= 2) represented special education in County 4. Figure 5 displays these data.

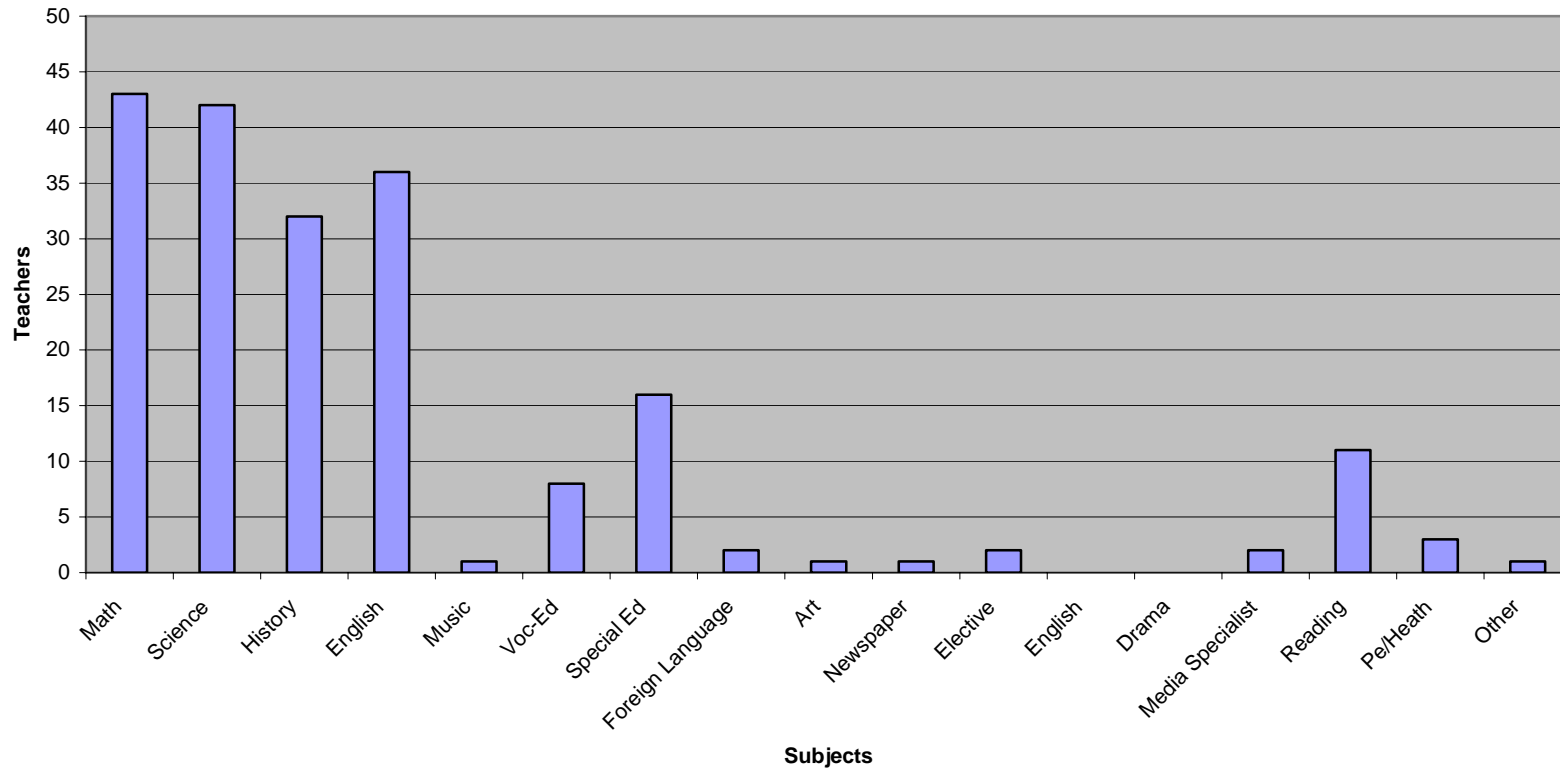
Overall the data revealed math (29%, n= 51) and science (25%, n= 45) as the subject areas with the most ACP teachers. This was expected because the results aligned with the ACP cited literature as helping deter the shortage of math and science teachers. The next largest subject groups found were English (23%, n= 41) and history (20%, n= 36). Special education (11%, n= 20) was also found to be a subject area that possibly attracted ACP teachers.



Note: Some teachers chose more than one subject area and some chose none. Number will not necessarily reflect total number of respondents.

Figure 2: Subjects Taught by County 1 Teachers

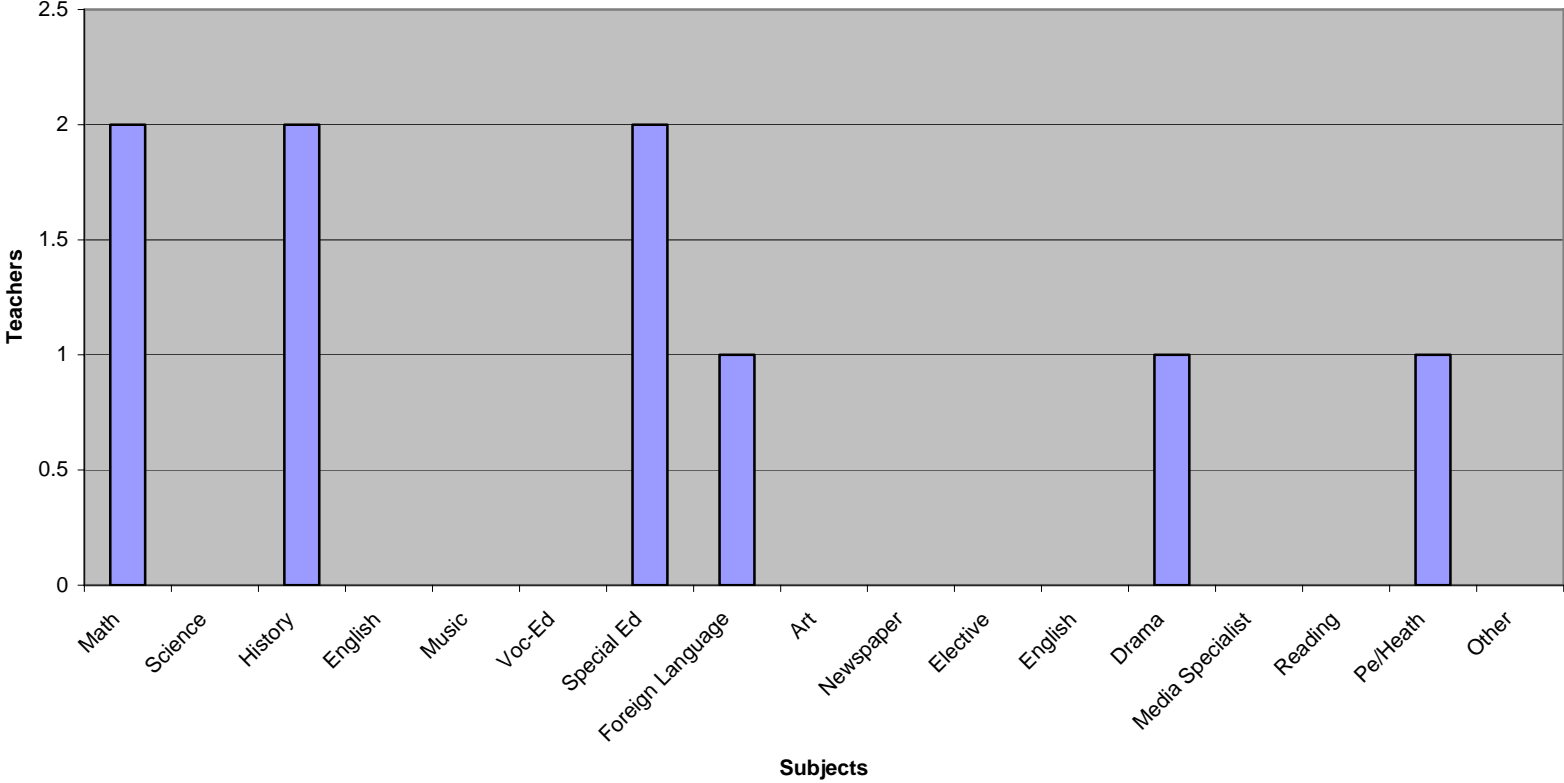
**What Subjects do you Teach?
County 2 Teachers (n= 143)**



Note: Some teachers chose more than one subject area and some chose none. Number will not necessarily reflect total number of respondents.

Figure 3: Subjects Taught by County 2 Teachers

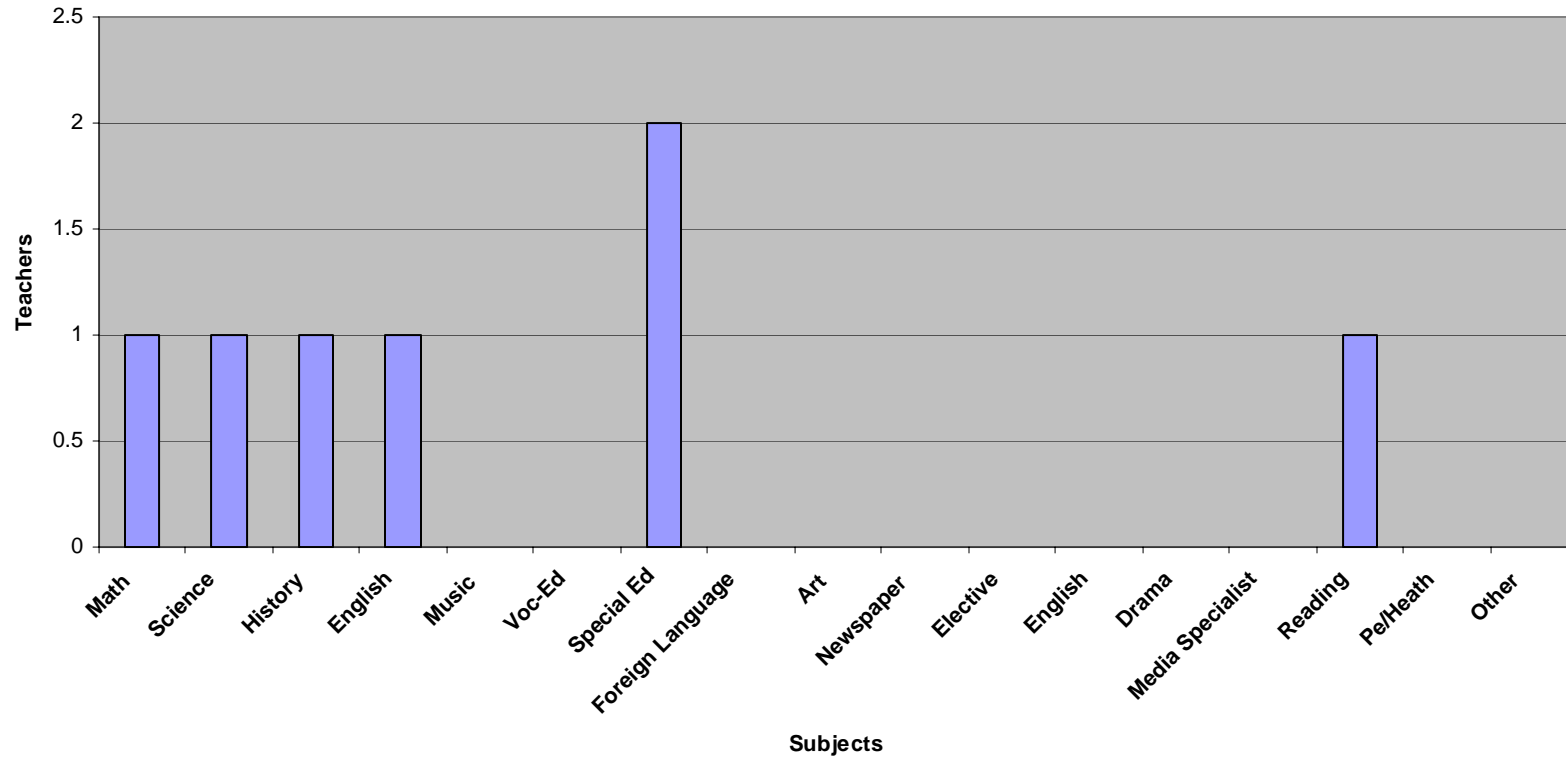
**What Subjects do you Teach?
County 3 Teachers (n= 9)**



Note: Some teachers chose more than one subject area and some chose none. Number will not necessarily reflect total number of respondents.

Figure 4: Subjects Taught by County 3 Teachers

What Subjects do you Teach?
County 4 Teachers (n=4)



Note: Some teachers chose more than one subject area and some chose none. Number will not necessarily reflect total number of respondents.

Figure 5: Subjects Taught by County 4 Teacher

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The focus of this study was to describe the Alternative Certification Programs in 4 central Florida counties, identify the awareness of the existence of the reported alternative certification components; identify the importance of the teacher criteria needed for successful teaching; and identify the advantages/disadvantages of the program as perceived by the participants, principals, and coordinators. Awareness of the ACP components, as well as alignment of the important teaching criteria and advantages/disadvantages, could provide information for the alternative certification program.

The researcher also analyzed the data pertaining to the number of participants entering and exiting the program each year either by completion or non-completion of the ACP. This study also identified the subject area(s) that attracted the most participants in the 4 central Florida counties.

Examining the subjects' awareness of the existence of the reported components of the ACP, views of the targeted teaching criteria needed for successful teaching, perceptions of advantages and disadvantages of the program, subject areas attracting the most participants, and data related to the number of participants entering, exiting, and not completing the program as it related to each county could produce a formative review of the ACP in central Florida. The information obtained from this research could be useful to ACP coordinators when revising their alternative certification program.

This chapter is organized to include a summary of each of the six research questions. Conclusions, based on the findings, are presented. The chapter concludes with recommendations for alternative certification programs in central Florida, as well as recommendations for future research.

In order to establish the significance of the study, six research questions were created to guide the research. Those research questions were:

1. What were the components implemented by the 4 counties? If there were additional components than those required by the state, were there any similarities? What was the awareness of the existence of the reported components by the ACP teachers, principals, and coordinators?

2. Of those teaching criteria needed for successful teaching as identified in the literature, how did the following rank the criteria:

- (a) ACP teachers?

- (b) Principals?

- (c) Coordinators?

- (d) How did the groups compare in their rankings of the criteria?

3. What were the advantages/disadvantages of the program as viewed by the ACP participants, principals, and coordinators? Did their views differ or were they similar?

4. How many counties kept data on participants entering and leaving (completing) the program each year?

5. How many participants exited the program before completion?

6. Was there one particular subject area that appeared to have a higher percentage of ACP teachers? Was that true for all 4 counties?

The subjects for this study were the ACP teacher participants, principals, and coordinators in 4 public school districts in central Florida. Of the 629 targeted people, 258, or 41%, participated in this study. This study analyzed data gathered from the Alternative Certification Program Survey, created by the researcher.

Summary

The following is a summary of the findings for each of the six research questions, which were used to guide this study.

Research Question 1

What were the components implemented by the 4 counties? If there were additional components than those required by the state, were there any similarities? What was the awareness of the existence of the reported components from the ACP teachers, principals, and coordinators?

Teachers

Data collected showed that 80% (n= 17) or more of the teachers in County 1 correctly identified five of the seven components of their ACP. The teachers were all aware of the workshops/in-services and course work required by their county's ACP. In-class assessment was also correctly identified by 80% (n=17) or more as a component of the ACP. Participants had to be observed and signed off as meeting proficiency of the accomplished practices set forth by the state of Florida. An area lacking awareness was

university support. Only 10% (n= 2) of the teachers were even aware of this component, which was included in this district's ACP.

Of the seven components found on the survey, County 2 teachers were 80% (n= 114) or more correct in identifying all but one of the components of the ACP in their school district. However, only 80% (n= 114) of the teachers in County 2 were aware of state exams being a part of their ACP.

In County 3, no teacher correctly identified any of the components at 80%. In fact, the highest percentage obtained was 78%. In-class assessment was identified correctly by 78% (n= 7) of the respondents and course work was identified by 77% (n= 6). While County 3 had university support, only 22% (n= 2) of the teacher participants were aware of the component. Additionally, only 56% (n= 5) of the teacher participants correctly identified state exams as an ACP component. Once again, this was notable because the teachers must pass the state exams for the ACP and for state certification.

County 4 teachers were 75% (n= 3) correct in identifying two of the components of their ACP, the existence of workshops/in-services and the absence of university support. Also, 50% (n= 2) of the County 4 teachers incorrectly identified a component that was not included in their plan: course work. The data once again revealed that only 25% (n= 1) of the teachers in this county were aware of the state exams.

County 3 and County 4 teacher respondents were small in number (n= 9 and n= 4, respectively) and therefore, created an inadequate picture of whether the teachers in those counties were really aware of the existence of the components. The number of

respondents for County 1 and County 2 were larger in number and more accurately reflected the population of their counties (n= 21 and n = 143, respectively).

Principals

When viewing the data pertaining to the principals, a few areas of concern were evident. Three of the counties were unclear and thought supervised internship was a component of the ACP in their county. Only 75% (n= 12) of County 1 principals, 70% (n= 35) of the principals in County 2, and 63% (n= 5) of County 3 principals correctly responded to this item. The principals thought the program included a supervised internship for the teacher participants, when in reality it did not. The principals in County 4 were aware that this component was not included in their county ACP plan (100%, n= 4).

Another area of concern for the principals was correctly identifying course work as a component of the ACP. While principal knowledge of course work was not vital to the success of the ACP, it was unexpected to find the principals were not aware if it existed in their county. Another area of concern, but not necessarily a hindrance to the success of the ACP, was the existence of university support in the ACP. In County 1, only 25% (n= 4) of the principals, and in County 3, only 50% (n= 4) of the principals were aware that their district's ACP included university support.

Two other items also became evident when analyzing the data. In-class assessment and state exams were a very important component of the ACP and were two areas in which principals should be knowledgeable. When analyzing the data for state

exams, it became evident that the principals were not very aware of this component. In County 1, 63% (n= 10) of the principals, in County 2, 62% (n= 31) of the principals, in County 3, 63% (n= 5) of the principals, and in County 4, only 50% (n= 2) of the principals were knowledgeable of the requirement of state exams. Lack of awareness of the requirement of state exams by the principals could result in an unsuccessful Alternative Certification Program. The principals were charged with ensuring highly qualified teachers were employed at their schools and therefore, should have been aware of the requirements for certification in the state of Florida. The lack of awareness by the principals was an item that needed to be mentioned.

The second important component the principals were not aware of was in-class assessments. In County 1, only 56% (n= 9) of the principals were aware of this component. In County 2, 54% (n= 27) of the principals, in County 3, 38% (n= 3) of the principals, and in County 4, 50% (n= 2) of the principals were aware of in-class assessment. This was also a notable statistic. The principal needed to be aware of this component because the principal signed the form validating if the teacher had demonstrated mastery of the accomplished practices required by the state. The principal should not have signed a form stating mastery if they or another administrator had not observed mastery in the classroom. Regardless of whether the principal or his/her designee was responsible for conducting the observations, the principal needed to be aware of the need for the observations to occur.

Coordinators

The coordinators reported 100% correctly when identifying the components of their ACP. This was expected since the coordinators were responsible for writing, revising, and implementing the programs in their county.

Research Question 2

Of those teaching criteria needed for successful teaching as identified in the literature, how did the following rank the criteria:

- a. ACP teachers?
- b. Principals?
- c. Coordinators?
- d. How did the groups compare in their rankings of the criteria?

Respondents were asked to rank four targeted teaching criteria needed for successful teaching as identified in the literature as being important for success as an ACP teacher. The four criteria were: extent of pedagogical knowledge, variety of teaching strategies, classroom management techniques, and understanding of the learner. The teacher participants, the principals, and the coordinators were all asked to rank the importance of these criteria to the success of the ACP teacher. The teaching criteria were first analyzed by groups of respondents: teachers, principals, and coordinators.

Teachers

When analyzing the data within the separate groups, but by individual counties, the teacher data differed slightly from the overall data. Only the teachers in County 1 and County 2 rated “classroom management techniques” as being the most important for their success as a teacher. The teachers in County 3 ranked “understanding of learner” as the

most important criteria. Two teaching criteria, “variety of teaching strategies” and “understanding of learner,” were ranked as the top criteria by County 4 teachers. Overall, the top three criteria were: (1) adds quality to public education; (2) helps deter teacher shortage; and (3) ACP teachers have a higher level of commitment due to maturity.

Principals

The data for the principals by individual county also differed slightly from the overall data. County 1 and County 3 principals ranked “classroom management techniques” as the most important criteria, but the principals in County 2 ranked this criteria equally with “variety of teaching strategies” as being the most important. Overall, the principals ranked the top three criteria as: (1) understanding of learner; (2) variety of teaching strategies; (3) classroom management techniques; and (4) extent of pedagogical knowledge.

Coordinators

The data for the coordinators remained the same individually and overall. The coordinators ranked all the criteria equally so there was no hierarchy found among coordinators.

Research Question 3

What were the advantages/disadvantages of the program as viewed by the ACP participants, principals, and coordinators?

Advantages

Data collected showed that overall the teachers reported the top three advantages of the ACP as: (1) adds to quality of education; (2) helps deter teacher shortage; and (3) ACP teachers have a higher level of commitment due to maturity. Overall the principal data revealed the top three advantages as: (1) helps deter the teacher shortage; (2) more effective for retaining teachers; and (3) adds quality to public education. The coordinators overwhelmingly ranked the top advantage as mentoring. However, the coordinators ranked four areas with the next highest score. The four areas were: (1) more effective for retaining teachers; (2) ACP teachers have a higher level of commitment due to maturity; (3) helps deter teacher shortage; and (4) adds quality to public education.

Disadvantages

When analyzing the data pertaining to the disadvantages of the ACP, the teachers, principals, and coordinators were not similar. The teachers listed the top two disadvantages as: (1) feeling overwhelmed; and (2) takes time from lesson preparation time due to taking classes while teaching. The principals agreed with feeling overwhelmed as a top disadvantage but listed inadequate preparation prior to entering the classroom as their second choice. The coordinators listed all the disadvantages equally

except for feeling overwhelmed. The coordinators did not view feeling overwhelmed as a disadvantage.

Research Question 4

How many counties kept data on participants entering and exiting (completing) the program each year?

Data collected showed that County 1 and County 2 had kept entrance and exit data on ACP participants since 2002. County 3 had collected and maintained entrance and exit data since 2003. It was unknown if County 4 had entrance and exit data because the coordinator did not return the survey.

Research Question 5

How many participants exited the program before completion?

The data showed that County 1 had the highest percentage of ACP non-completers over the four-year period than the other three counties that responded. County 1 had a 22% (n= 31) non-completion rate for 139 participants over that time span and County 3 had a 10% (n= 6) non-completion rate for 62 participants. It was interesting to note that although County 2 had at least 1100 participants enter the ACP over the four-year span the non-completion rate for County 2 was 0%. County 4 data is unknown because the coordinator did not respond.

Research Question 6

Was there one particular subject area that appeared to have a higher percentage of ACP teachers? Was that true for all 4 counties?

The data showed that overall one subject area appeared to have a higher percentage of ACP teachers. Math was the subject area that had the most ACP teachers with science being the second highest area. When analyzing the data by county, the results differed slightly. County 1, County 2 and County 3 all reported math as the subject area with the most ACP teachers. However, most of the ACP teachers in County 4 reported science. There were only 4 respondents from County 4, so the inclusion of their data could skew the overall results. County 3, while only having 9 respondents, was still in alignment with County 1 and County 2 that had a much larger sample size. It appeared that English was also a subject area that seemed to attract ACP participants in County 1 and County 2.

Conclusions

This study described the Alternative Certification Programs in 4 central Florida counties, identified the awareness of the existence of the reported ACP components by the ACP teachers, principals, and coordinators; identified the importance of teaching criteria needed for successful teaching as viewed by the ACP teachers, principals, and coordinators; identified the advantages/disadvantages of the program as perceived by the teacher participants, principals, and coordinators; identified how many counties kept entrance and exit (completing) data; identified how many ACP participants exited the program before completion; and identified if one particular subject area appeared to have a higher percentage of ACP teacher and whether that was true for all 4 counties. The review of the literature focused on the components of the different ACP programs found across the country, as well as in the 4 central Florida counties. It also focused on the advantages and disadvantages of the ACP.

It was concluded that the school districts that participated in this study provided an overall perspective of the ACP in central Florida. The two districts, County 3 and County 4 were not represented well, but they did not have many participants in the ACP. County 3 had a 38% return rate and County 4 had a 47% return rate. Unfortunately, the County 4 coordinator did not return the survey, so the coordinator results were limited to 3 respondents instead of 4.

Awareness of Components

It was concluded that the awareness of the existence of the reported ACP components varied between counties and respondent groups. It was noted that the teachers participating in the ACP were not aware of the components needed to complete the program and that some of the key players (principals) responsible for assisting the participants were not aware of the components.

Importance of Teaching Criteria

It was concluded that overall, the teachers and principals did not agree on the criteria that were needed for an ACP teacher to be a successful teacher. Overall the teachers ranked the top three teaching criteria as: (1) classroom management techniques; (2) variety of teaching strategies; and (3) understanding of learner. However, the principals ranked the criteria as: (1) understanding of learner; (2) variety of teaching strategies; and (3) classroom management techniques. In addition, the coordinators reported that all the teaching criteria were equally important for success.

ACP Advantages

It was concluded that the top advantage of the ACP as viewed by teachers was the ACP added to the quality of education. The principals reported the top advantage as the ACP helping deter the teacher shortage, while the coordinators ranked the top advantage equally as mentoring and helping to deter the teacher shortage.

ACP Disadvantages

Overall, the top disadvantages as reported by the teachers were the feeling of being overwhelmed and the ACP took time from lesson preparation due to taking classes while teaching. The principals agreed with the feeling of being overwhelmed as the top disadvantage but listed inadequate preparation prior to entering the classroom as the second disadvantage. The coordinators did not view the feeling of being overwhelmed as a disadvantage and viewed the remaining disadvantages equally.

Entrance and Exit Data

It was concluded that 3 of the 4 counties kept entrance and exit data on the ACP participants. County 4 did not return the survey so it was unknown if that county collected and maintained data on the ACP participants. County 2 had the highest number of participants entering each year with County 1 having the next highest.

ACP Non-Completions

It was concluded that County 1 had the highest percentage of ACP non-completions over the four-year time frame that was analyzed. County 3 also had a high non-completion rate for the number of participants entering in the four-year period. County 2 was found to have all their participants complete the ACP during the four-year period. Once again, it was unknown what the non-completion rate was for County 4 because the coordinator did not return the survey.

Subject Areas Attracting ACP Participants

The researcher only captured a snapshot of the subject areas attracting the most ACP participants in this study, as it was not a longitudinal study. However, it was concluded, looking at the 4 central Florida counties collectively, the highest number of ACP participants entered into the subject areas of math and science. Additionally, County 1 and County 2, the larger represented counties, were representative of this individually as well. This information should be interpreted with caution because it does not represent a longitudinal study.

Recommendations

Based on the results of this study, this section offers recommendations for future research and teacher recruitment in Florida.

Recommendations for Alternative Certification Programs in Central Florida

1. School districts should ensure that the ACP participants and the principals of schools where the ACP participants teach are well aware of all the components and requirements of the Alternative Certification Program.
2. School districts should get feedback from all the “key players” (teachers, principals, and coordinators) of the ACP pertaining to the advantages of the program and build on those advantages.
3. School districts should get feedback from all the “key players” (teachers, principals, and coordinators) of the ACP pertaining to the disadvantages of the program and use that information to revise the program to be more effective for all involved.

4. School districts should analyze their exit data and utilize that information to ensure a more effective ACP.

5. School districts should continue seeking math and science teachers through the Alternative Certification Program.

Recommendation for Further Research

1. A study could be conducted in the 2007-2008 school year to compare results with those of this study concerning the awareness of the ACP components, the importance of the criteria or qualities needed for successful teaching, and the advantages/disadvantages of the program as perceived by the teacher participants, principals, and coordinators.

2. This study could be replicated and conducted in other counties.

3. This study could be replicated and conducted in other states that have alternative certification programs.

4. A study could be conducted concerning the reasons teachers exit the ACP before completion.

5. A study could be conducted with ACP teachers hired for another school year and repeated in future years to gather information concerning awareness of the ACP components, importance of the teaching criteria needed for success, and advantages/disadvantages of the program.

APPENDIX A
PARTICIPANT SURVEY INSTRUMENT

ALTERNATIVE CERTIFICATION PROGRAM TEACHER SURVEY

Instructions: Please answer each statement below.

START HERE

1. What are the components included in your Alternative Certification Program (ACP)?

Please check all that apply

- | | |
|-----------------------|--------------------------|
| Workshops/In-services | <input type="checkbox"/> |
| Supervised Internship | <input type="checkbox"/> |
| Course Work | <input type="checkbox"/> |
| State Exams | <input type="checkbox"/> |
| In-class Assessments | <input type="checkbox"/> |
| Mentoring | <input type="checkbox"/> |
| University Support | <input type="checkbox"/> |
| Other _____ | |

2. Circle to indicate the importance of the following to you as an ACP teacher.

	Not at all Important	1	2	3	4	Very Important	5
Extent of pedagogical knowledge		1	2	3	4		5
Variety of teaching strategies		1	2	3	4		5
Classroom Management techniques		1	2	3	4		5
Understanding of learner		1	2	3	4		5

3. Circle to indicate what you view as the advantages of ACP.

	Not an Advantage	1	2	3	4	A Great Advantage	5
Attracts more minorities to teaching		1	2	3	4		5
More effective for retaining teachers		1	2	3	4		5
ACP teachers have a higher level of commitment due to maturity		1	2	3	4		5
Helps deter teacher shortage		1	2	3	4		5
Adds quality to public education		1	2	3	4		5
Mentoring		1	2	3	4		5
University Support		1	2	3	4		5
Other _____							

Please Continue on Next Page

Continue Here

4. Circle to indicate what you view as disadvantages of ACP.

	Not a Disadvantage			A Great Disadvantage	
	1	2	3	4	5
Takes time from preparation due to taking classes while teaching	1	2	3	4	5
Feel under prepared	1	2	3	4	5
Feel overwhelmed	1	2	3	4	5
Inadequate preparation prior to entering the classroom	1	2	3	4	5

5. How long have you been in the program?

- Less than 1 year
- 1 – 2 years
- More than 2 years

6. What is the MAIN reason you are pursuing a career in education? Please check the ONE that best describes you.

- a. Are you changing careers? **If yes, go to #7**
- b. Are you re-entering the workforce? **If yes, go to #8**
- c. Are you a new graduate but NOT in education? **If yes, go to #9**

7. Which ONE of these best describes you?

- Military downsized
- Retired Military
- Private sector downsized
- Private sector – desired change

Now please go to Question #10

Please Continue on Next Page

Continue Here

8. Which ONE of these best describes you?

- Former teacher trained but never taught
- Stay at home parent and wanted to re-enter workforce
- Unemployed for 3 years or more
- Unemployed for less than 3 years

Now please go to Question #10

9. What was your major?

_____ Please write your major here.

Now please go to Question #10

10. What is the highest degree you hold?

- Associate
- Bachelor
- Masters
- Doctoral

11. What is your gender?

- Male
- Female

12. What is your current teaching position?

- Kindergarten
- Grades 1 - 5
- Grades 6 - 8
- Grades 9 - 12

If teaching grades 6 – 12, please answer the following, otherwise go to question #14.

Please Continue on Next Page

Continue Here

13. What subject(s) do you teach? Check all that apply.

- Math
- Science
- History
- English
- Music
- Voc-Ed
- Special Ed
- Foreign Language
- Other - **Please specify** _____

14. Please mark the county where are you teaching school.

- Brevard
- Orange
- Seminole
- Volusia

15. Please list any additional comments you would like to share below.

THANK-YOU FOR TAKING TIME TO RESPOND TO THIS SURVEY!
I sincerely appreciate it as my research depends on it.
Please return your completed questionnaire in the enclosed self-addressed, stamped envelope by
November 25, 2005

APPENDIX B
PRINCIPAL SURVEY INSTRUMENT

ALTERNATIVE CERTIFICATION PROGRAM PRINCIPAL SURVEY

Instructions: Please answer each statement below.

START HERE

1. What are the components included in the Alternative Certification Program (ACP) in your county?

- | | Please check all that apply |
|---|-----------------------------|
| Workshops/In-services | <input type="checkbox"/> |
| Supervised Internship | <input type="checkbox"/> |
| Course Work | <input type="checkbox"/> |
| State Exams | <input type="checkbox"/> |
| In-class Assessments | <input type="checkbox"/> |
| Mentoring | <input type="checkbox"/> |
| University Support | <input type="checkbox"/> |
| Other _____ | <input type="checkbox"/> |
| I am not aware of the components of the ACP | <input type="checkbox"/> |

2. Circle to indicate what you view as important for an ACP teacher.

	Not at all Important					Very Important
Extent of pedagogical knowledge	1	2	3	4	5	5
Variety of teaching strategies	1	2	3	4	5	5
Classroom management techniques	1	2	3	4	5	5
Understanding of learner	1	2	3	4	5	5

Please Continue on Next Page

Continue Here

3. Circle to indicate what you view as the advantages of ACP.

	Not an Advantage			A Great Advantage	
Attracts more minorities to teaching	1	2	3	4	5
More effective for retaining teachers	1	2	3	4	5
Teachers have a higher level of commitment due to maturity	1	2	3	4	5
Helps deter teacher shortage	1	2	3	4	5
Adds quality to public education	1	2	3	4	5
Mentoring	1	2	3	4	5
University Support	1	2	3	4	5
Other _____					

4. Circle to indicate what you view as possible disadvantages for an ACP teacher.

	Not a Disadvantage			A Great Disadvantage	
Takes time from preparation due to taking classes while teaching	1	2	3	4	5
Feel under prepared	1	2	3	4	5
Feel overwhelmed	1	2	3	4	5
Inadequate preparation prior to entering the classroom	1	2	3	4	5

5. How long have you been a principal?

- Less than 1 year
- 1 – 2 years
- More than 2 years

6. Do you personally do all the observations and provide feedback to the ACP teachers in your school?

Yes _____

No _____

Please Continue on Next Page

Continue Here

7. Please list the number of current participants in each subject area that are pursuing alternative certification at your school.

Math _____
 Science _____
 History _____
 English _____
 Music _____
 Voc-Ed _____
 Special Ed _____
 Foreign Language _____
 Other _____

8. Have any of the ACP teachers you currently have in your school or have had previously been evaluated as ineffective teachers on their evaluations (either interim or annual)?

Yes _____ (If yes, indicate how many here: _____)
 No _____

9. What do you view as important for the success of an ACP teacher?

	Not Important				Very Important
Workshops/In-services	1	2	3	4	5
Supervised Internship	1	2	3	4	5
Course Work	1	2	3	4	5
State Exams	1	2	3	4	5
In-class Assessments	1	2	3	4	5
Mentoring	1	2	3	4	5
University Support	1	2	3	4	5
Other _____					

Please Continue on Next Page

Continue Here

10. Please list any additional comments you would like to share pertaining to the Alternative Certification Program.

THANK-YOU FOR TAKING TIME TO RESPOND TO THIS SURVEY!

I sincerely appreciate it as my research depends on it.

Please return your completed questionnaire in the enclosed self-addressed, stamped envelope by

November 25, 2005

APPENDIX C
COORDINATOR SURVEY INSTRUMENT

ALTERNATIVE CERTIFICATION PROGRAM COORDINATOR SURVEY

Instructions: Please answer each statement below.

START HERE

1. What are the components included in your Alternative Certification Program (ACP)?

Please check all that apply

- | | |
|-----------------------|--------------------------|
| Workshops/In-services | <input type="checkbox"/> |
| Supervised Internship | <input type="checkbox"/> |
| Course Work | <input type="checkbox"/> |
| State Exams | <input type="checkbox"/> |
| In-class Assessments | <input type="checkbox"/> |
| Mentoring | <input type="checkbox"/> |
| University Support | <input type="checkbox"/> |
| Other _____ | |

2. Circle to indicate what you view as important for an ACP teacher.

	Not at all Important				Very Important
Extent of pedagogical knowledge	1	2	3	4	5
Variety of teaching strategies	1	2	3	4	5
Classroom management techniques	1	2	3	4	5
Understanding of learner	1	2	3	4	5

3. Circle to indicate what you view as the advantages of ACP.

	Not an Advantage				A Great Advantage
Attracts more minorities to teaching	1	2	3	4	5
More effective for retaining teachers	1	2	3	4	5
ACP teachers have a higher level of commitment due to maturity	1	2	3	4	5
Helps deter teacher shortage	1	2	3	4	5
Adds quality to public education	1	2	3	4	5
Mentoring	1	2	3	4	5
University Support	1	2	3	4	5
Other _____					

Please Continue on Next Page

Continue Here

4. Circle to indicate what you view as possible disadvantages for an ACP teacher.

	Not a Disadvantage			A Great Disadvantage	
Takes time from preparation due to taking classes while teaching	1	2	3	4	5
Feel under prepared	1	2	3	4	5
Feel overwhelmed	1	2	3	4	5
Inadequate preparation prior to entering the classroom	1	2	3	4	5

5. How long have you been the coordinator of this program in your county?

- Less than 1 year
- 1 – 2 years
- More than 2 years

6. Do you ask for the reason a participant is interested in pursuing a career in education?

Yes _____ (go to #7)

No _____ (go to #8)

7. Which of the following have your participants listed as reasons for pursuing a career in education? Please check all that apply.

- Changing careers
- Military downsized
- Retired Military
- Private sector downsized
- Private sector – desired change

Please Continue on Next Page

Continue Here

8. Please list the number of current participants in each subject area that are pursuing alternative certification in you county.

- | | |
|------------------|--------------------------|
| Math | <input type="checkbox"/> |
| Science | <input type="checkbox"/> |
| History | <input type="checkbox"/> |
| English | <input type="checkbox"/> |
| Music | <input type="checkbox"/> |
| Voc-Ed | <input type="checkbox"/> |
| Special Ed | <input type="checkbox"/> |
| Foreign Language | <input type="checkbox"/> |
| Other _____ | |

9. Do you keep entrance data on participants entering your program each year?

Yes _____ (go to #10)

No _____ (go to #11)

10. How many participants did you have enter your program for each of the years listed? Please only list new participants, not continuing participants.

2002 _____

2003 _____

2004 _____

2005 _____

11. Do you keep exit data on participants not completing your program?

Yes _____ (go to #12)

No _____ (go to #13)

Please Continue on Next Page

Continue Here

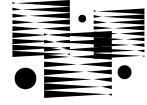
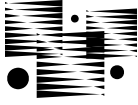
12. How many participants did you have exit your program BEFORE completion of the program for each of the years listed?

2002 _____
2003 _____
2004 _____
2005 _____

13. Please list any additional comments you would like to share pertaining to your Alternative Certification Program.

THANK-YOU FOR TAKING TIME TO RESPOND TO THIS SURVEY!
I sincerely appreciate it as my research depends on it.
Please return your completed questionnaire in the enclosed self-addressed, stamped envelope by
November 25, 2005

APPENDIX D
INITIAL LETTER



Neleffra A. Marshall

University of Central Florida Doctoral Student
860 Hunter's Creek Drive
W. Melbourne, FL 32904
(321) 724-0363
email: nmarshall@cfl.rr.com

September 10, 2005

Dear

A few days from now you will receive in the mail a request to fill out a brief questionnaire for an important research project being conducted pertaining to alternative certification programs.

I am writing in advance because it has been found that many people like to know ahead of time that they will be contacted. The study is an important one that will help determine what components are essential to an effective alternative certification program. This research could be utilized to adjust alternative certification programs to meet the needs of the participants.

Thank you for your time and consideration. It is only with the assistance of people like you that the alternative certification program can be improved to ensure successful completion for future participants.

Sincerely,

Neleffra A. Marshall
UCF Doctoral Student

P.S. I will be enclosing a small token of appreciation with the questionnaire as a way of saying thanks.

APPENDIX E
INFORMED CONSENT

Informed Consent

Please read this consent document carefully before you decide to participate in this study.

Project Title: Alternative Certification: A Case Study

Purpose of the research study: The purpose of this study is to examine the components of four central Florida counties' Alternative Certification Programs and the advantages and disadvantages as viewed by participants and coordinators. This information can be used to improve the program and ensure success for future participants.

What you will be asked to do in the study: You will be asked to complete a survey of 13 questions if you are a participant in the program and 12 questions if you are a coordinator. The questions will ask you 1) to identify and rate the components of your program; 2) to indicate the advantages and disadvantages of the program; 3) to identify why you are pursuing a career in education; 4) to indicate the length of time you have been in the program; 5) your current teaching position; 6) your major in college; and 7) basic demographic information.

Time Required: Ten minutes

Risks: None

Benefits/Compensation: You will receive \$1.00 as a token of my appreciation. The benefits of your responses will help adjust the Alternative Certification programs to better meet the needs of the participants and ensure successful completion of the program.

Confidentiality: Your identity will be kept confidential. Your information will be assigned a code number to be used for sorting purposes only. When the study is completed and the data have been analyzed, the surveys will be destroyed. Your name will not be used in any report or will not be given to anyone.

Voluntary Participation: Your participation in this study is voluntary. There is no penalty for not participating.

Right to withdraw from the study: You have the right to withdraw from the study at anytime without consequence.

Whom to contact if you have questions about the study: **Neleffra Marshall, Graduate Student, Department of Educational Leadership, College of Education**

Home address: 860 Hunters Creek Drive
W. Melbourne, FL 32904
(321) 724-0363 (home)
(321) 454-1030 ext 1006 (work)

Dr. George Pawlas, Faculty Supervisor, Department of Educational Services, College of Education. Telephone (407) 384-2194.

Whom to contact about your rights in the study: **UCFIRB Office, University of Central Florida Office of Research, Orlando Tech Center, 12443 Research Parkway, Suite 207, Orlando, FL 32826. The phone number is (407) 823-2901**

_____ **I have read the procedure described above.**
_____ **I voluntarily agree to participate in the procedure.**

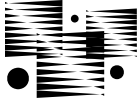
_____/_____
Participant **Date**

_____ **I would like to receive a copy of the final “interview” manuscript submitted to the instructor.**
_____ **I would not like to receive a copy of the final “interview” manuscript submitted to the instructor.**

_____/_____
Principal Investigator **Date**

PLEASE RETURN THIS FORM IN THE SELF-ADDRESSED STAMPED ENVELOPE PROVIDED. THANK YOU.

APPENDIX F
COVER LETTER



Neleffra A. Marshall

University of Central Florida Doctoral Student
860 Hunter's Creek Drive
W. Melbourne, FL 32904
(321) 724-0363
email: nmarshall@cfl.rr.com

September 20, 2005

Dear _____ :

I am writing to ask your help in a study of the Alternative Certification Programs (ACP) in Florida. It is my understanding that you are either an ACP participant, principal or coordinator in Florida. I am contacting all the above from four central Florida counties to ask what components of your program you feel are important and what you consider to be advantages and disadvantages to your program, as well as data gathering questions.

Results from the survey could be used to analyze and adjust alternative certification programs in central Florida. By understanding the needs of people who are currently in the ACP can improve the program and ensure success for future participants.

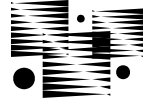
Your answers are completely confidential and will be released only as summaries in which no individual's answers can be identified. There will be a code on each survey to identify the different counties. This is for sorting purposes only. When you return your completed questionnaire, your name will be deleted from the mailing list and never connected to your answers in any way. This survey is voluntary. However, you can help me by taking a few minutes to share your experiences and opinions about the Alternative Certification Program. If for some reason you prefer not to respond, please let me know by returning the blank questionnaire in the enclosed stamped envelope.

I have enclosed a small token of appreciation as a way of saying thanks for your help. If you have any questions or comments about this study, I would be happy to talk with you. My phone number is 321-724-0363, or you can write to me at the address on the letterhead or the email address. Thank you very much for helping with this important study.

Sincerely,

Neleffra A. Marshall
UCF Doctoral Student

APPENDIX G
FOLLOW-UP LETTER



Neleffra A. Marshall

University of Central Florida Doctoral Student
860 Hunter's Creek Drive
W. Melbourne, FL 32904
(321) 724-0363
email: nmarshall@cfl.rr.com

October 1, 2005

Dear _____ :

About three weeks ago I sent a questionnaire to you that asked about your experiences with the Alternative Certification Program (ACP). To the best of my knowledge, it has not yet been returned.

The comments of people who have already responded include a wide variety of components, advantages, and disadvantages of the program. I think the results are going to be very useful to school officials in reviewing and revising the current ACP.

I am writing again because of the importance that your questionnaire has for helping to get accurate results. Although I sent questionnaires to participants living in four central Florida counties, it is only by hearing from nearly everyone in the sample that I can be sure that the results are truly representative.

A questionnaire identification number is printed on the back cover of the questionnaire so that I can check your name off of the mailing list when it is returned. The list of names is then destroyed so that individual names can never be connected to the results in any way. Protecting the confidentiality of people's answers is very important to me, as well as the University.

I hope that you will fill out and return the questionnaire soon, but if for any reason you prefer not to answer it, please let me know by returning a note or blank questionnaire in the enclosed stamped envelope.

Sincerely,

Neleffra A. Marshall
UCF Doctoral Student

P.S. If you have any questions, please feel free to contact me. My email address is nmarshall@cfl.rr.com or my phone number is 321-724-0363.

APPENDIX H
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

ACCOMPLISHED PRACTICE #1 – ASSESSMENT

ACCOMPLISHED: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

Sample Key Indicators:

Diagnoses students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.

Uses multiple perspectives to diagnose student behavior problems and devise alternate strategies.

Recognizes students exhibiting potentially disruptive behavior and offers alternate strategies.

Assesses individual and group performance to design instruction that meets students' current needs in the cognitive, social, linguistic, cultural, emotional, and physical domains.

Employs performance-based assessment approaches to determine students' performance of specified outcomes.

Assists students in maintaining portfolios of individual work and progress toward performance outcomes.

Modifies instruction based upon assessed student performance.

Guides self-assessment by students and assists them in devising personal plans for reaching the next performance level.

Maintains observational and anecdotal records to monitor students' development.

Selects, administers, and interprets various informal and standardized instruments for assessing students' academic performance and social behavior.

Reviews assessment data about individual students to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths, and to modify instruction-based assessment.

Communicates individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, families, and colleagues using terms that students and families understand.

Develops short and long term personal and professional goals relating to assessment.

ACCOMPLISHED PRACTICE #2 – COMMUNICATION

ACCOMPLISHED: Uses effective communication techniques with students and all other stakeholders.

Samples Key Indicators:

Establishes positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.

Establishes positive interactions between teacher and student in all areas.

Communicates procedures/behaviors effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.

Communicates with and challenges all students in a positive and supportive manner.

Communicates to all students high expectations for learning.

Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.

Provides all students with opportunities to learn from each other.

Motivates, encourages, and supports individual and group inquiry.

Encourages students' desire to receive and accept constructive feedback on individual work and behavior.

Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately.

Develops short and long term personal and professional goals relating to communication .

ACCOMPLISHED PRACTICE #3 – CONTINUOUS IMPROVEMENT

ACCOMPLISHED: Engages in continuous professional quality improvement for self and school.

Sample Key Indicators:

Functions as a facilitator in the school, actively applying accepted principles and strategies for affecting change.

Works in general group settings and on focus groups in cooperation with other educators and families to analyze the effectiveness of instruction in the school and to develop improvement strategies.

Uses data from her/his own learning environments (e.g., classroom observation, audio/video recordings, student results and feedback, and research) as a basis for reflecting upon and experimenting with personal teaching practices.

Creates and monitors a personal professional development plan to guide her/his own improvement.

Communicates with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.

Demonstrates respect for diverse perspectives, ideas, and options and encourages contributions from any array of school and community sources, including communities whose heritage language is not English.

Works to empower the school-based personnel as they manage the continuous improvement process.

Participates in the development of improvement plans that support the overall school improvement plan, including implementation and evaluation of individual effectiveness.

Keeps abreast of developments in instructional methodology, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning.

Show evidence of continuous reflection and improvement in her/his performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.

Continues to expand her/his own repertoire of professional experiences, e.g., publishing, conducting in-service activities, mentoring colleagues, providing leadership in professional associations, utilizing research appropriately.

Sees herself/himself as a steward of the school, of public education, and of our national heritage with its multicultural dimension and works to articulate these positions in a manner appropriate to the situation.

Works as a member of a learning community – investigating problematic conditions, working as teacher-as-researcher, behaving as a reflective practitioner, etc.

Utilizes strengths and attributes of colleagues based on experience, status, education, and other unique strengths and attributes and adjust professional relationships accordingly.

Works to improve her/his own professional judgment and the ability to articulate it to colleagues, families, and the business community.

Develops short and long term personal and professional goals relating to continuous professional development.

ACCOMPLISHED PRACTICE #4 – CRITICAL THINKING

ACCOMPLISHED: Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

Samples Key Indicators:

Analyzes student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.

Chooses varied teaching strategies, materials, and technologies to expand students' thinking abilities.

Assists students in selecting projects and assignments that involve the need to gather information and solve problems.

Poses problems, dilemmas, and questions in lessons that involve value knowledge and that require evaluative thinking.

Assists students in applying the rules of evidence that govern the acceptability of judgments and conclusions.

Guides students in evaluating the plausibility of claims or interpretations in the field of study.

Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.

Monitors students' work and adjusts strategies in response to learners' needs and successes in creative thinking activities.

Uses technology and other appropriate tools to extend the learning environment for students.

Develops short and long term personal and professional goals relating to critical thinking.

ACCOMPLISHED PRACTICE #5 – DIVERSITY

ACCOMPLISHED: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.

Sample Key Indicators:

Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

Creates a learning environment in which all students are treated equitably.

Utilizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group.

Provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds.

Uses appropriate teaching techniques and strategies to effectively instruct all students.

Uses appropriate materials, technology, and resources to assist all students to learn.

Uses appropriate school, family, and community resources to help meet all students' learning needs.

Helps students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.

Selects and uses appropriate materials and resources that reflect contributors, which are multicultural.

Recognizes the importance of family and family structure to the individual learner and uses knowledge of the students' family situation to support individual learning.

Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.

Provides learning situations that will enable students to practice skills and knowledge needed for success as an adult.

Develops short and long term personal and professional goals relating to diversity.

ACCOMPLISHED PRACTICE #6 – ETHICS

ACCOMPLISHED: Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Sample Key Indicators:

Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

Does not unreasonably restrain a student from pursuit of learning.

Does not unreasonably deny a student access to diverse points of view.

Takes reasonable precautions to distinguish between personal vies and those of any educational institution or organization with which the individual is affiliated.

Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

Does not use institutional privileges for personal gain or advantage.

Maintains honesty in all professional dealings.

Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

Does not interfere with a colleague's right to exercise political or civil rights and responsibilities.

ACCOMPLISHED PRACTICE #7 – HUMAN DEVELOPMENT AND LEARNING

ACCOMPLISHED: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

Sample Key Indicators:

Recognizes the developmental level of each student as indicated by behaviors, writings, drawings, etc. and other responses.

Stimulates student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.

Draws upon an extensive repertoires of activities that have proven successful in engaging and motivating students at appropriate developmental levels.

Makes appropriate provisions for individual students based upon their learning styles based on needs and developmental levels.

Develops instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development, and first and second language acquisition processes.

Presents concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.

Develops short and long term personal and professional goals relating to human development and learning.

ACCOMPLISHED PRACTICE #8 – KNOWLEDGE OF SUBJECT MATTER

ACCOMPLISHED: Demonstrates knowledge and understanding of the subject matter.

Sample Key Indicators:

Communicates accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner.

Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.

Uses the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.

Maintains currency in regard to changes in the subject field.

Demonstrates a breadth of subject matter that enables her/him to collaborate with colleagues from other subject fields in the integration of instruction.

Develops short and long term personal and professional goals relating to knowledge of subject matter.

ACCOMPLISHED PRACTICE #9 – LEARNING ENVIRONMENTS

ACCOMPLISHED: Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

Sample Key Indicators:

Manages student behavior in the various learning environments

- establishes smooth and efficient routines,
- involves students in establishing standards for behavior,
- applies rules and standards consistently and equitably, and
- shares learning environment management responsibilities with students.

Creates positive learning experiences:

- designs appropriate instructional activities in individual, small and large group settings to meet cognitive, linguistic and affective needs,
- organizes instruction to include cooperative, student-directed groups,
- monitors learning activities, providing feedback and reinforcement to students,

- arranges and manages the physical environment to facilitate student learning outcomes, and
- provides a safe place for students to take risks.

Guards the use of time:

- uses learning time effectively,
- maintains instructional momentum, with smooth and efficient transitions,
- makes effective and efficient use of time required in the learning environment for administrative and organizational activities,
- maintains academic focus of students by use of varied motivational devices, and
- provides clear directions for instructional activities and routines.

Develops short and long term personal and professional goals relating to learning environments.

ACCOMPLISHED PRACTICE #10 – PLANNING

ACCOMPLISHED: Plans, implements, and evaluates effective instruction in a variety of learning environment.

Sample Key Indicators:

Develops student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.

Integrates student performance and outcomes into lesson designs and delivery strategies.

Plans activities that promote high standards through a climate, which enhances and expects continuous improvement.

Provides comprehensible instruction to enable every student to meet the performance required of students in Florida public schools.

Provides comprehensible instruction ineffective learning procedures, study skills, and test-taking strategies.

Plans activities that utilize a variety of support and enrichment activities and materials.

Assists students in developing skills in accessing and interpreting information from multiple sources, e.g., library media center use, and/or multiple electronic sources.

Assists students to fully use the resources available to them and the strengths they already possess.

Modifies the visual and physical environment to correspond with the planned learning activity, lesson content, and needs of all students.

Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

Provides for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.

Creates approaches to learning that are interdisciplinary and that integrate multiple subject areas.

Represents concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.

Adjusts instruction based upon reflection of her/his own practice.

Cooperatively works with colleagues in planning for instruction.

Plans for the utilization of community resources in classroom activities, e.g., world of work, civic leaders, fine arts.

Develops short and long term personal and professional goals relating to planning.

ACCOMPLISHED PRACTICE #11 – ROLE OF THE TEACHER

ACCOMPLISHED: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Sample Key Indicators:

Serves as a student advocate in the school and with the social, legal, and health agencies in the community.

Confers with students and their families to provide explicit feedback on student progress and assist families in guiding students in academic and personal growth.

Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.

Uses the community to provide students with a variety of experiences to examine and explore career opportunities.

Works effectively with school volunteers to promote student interest, motivation, and learning.

Recognizes in students overt signs of child abuse and severe emotional distress, and takes appropriate intervention, referral and reporting actions.

Recognizes in students overt signs of alcohol and drug abuse, and take appropriate intervention, referral and reporting actions.

Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' education, social, linguistic, cultural, and emotional needs.

Uses knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.

Communicates with families including those of culturally and linguistically diverse students to become familiar with the students' home situation and background.

Develops short and long term personal and professional goals relating to the roles of a teacher.

ACCOMPLISHED PRACTICE #12 – TECHNOLOGY (revised 9-4-03)

ACCOMPLISHED: Uses appropriate technology in teaching and learning processes.

Sample Key Indicators:

Teaches technology literacy at the appropriate skill levels.

Evaluates and implements technology tools that enhance learning opportunities which are aligned with Sunshine State Standards and meet the needs of all learners.

Teachers legal and ethical uses of technology.

Evaluates and uses a wide range of instructional technologies (e.g., CD-ROM, interactive video, videotaping, and electronic libraries) to enhance the subject matter, assure it is comprehensible to all students, and develop higher order thinking skills.

Uses technology to construct a variety of teaching materials and assessment exercises, and applied current research on integrating technology when planning for instruction.

Makes classroom management decisions based on data derived from the use of technology productivity tools and monitors student learning in a technology-enhanced environment.

Facilitates students learning of technology as it relates to curricular activities.

Facilitates and learns along with the students, empowering all students to become independent learners in a technology-rich, learner-centered environment.

Analyzes and evaluates the effectiveness of educational software tools on student learning.

Develops and publishes digital content and provides students with opportunities to gather and share digital information through intranets and/or the Internet.

Collaborates via technology beyond the boundaries of the school to support learning.

Incorporates technology integration goals in a professional development plan as addressed in the school improvement plan.

The accomplished teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to physically or cognitively access the information provided in the general education curriculum at each school site.

APPENDIX I
IRB APPROVAL FORMS



Office of Research & Commercialization

June 20, 2006

Neleffra Marshall
860 Hunters Creek Drive
W. Melbourne, FL 32904

Dear Ms. Marshall:

With reference to your protocol #06-3583 entitled, "**Alternative Certification: A Case Study**," I am enclosing for your records the approved, expedited document of the UCFIRB Form you had submitted to our office. **This study was approved on 6/16/06. The expiration date will be 6/15/07.** Should there be a need to extend this study, a Continuing Review form must be submitted to the IRB Office for review by the Chairman or full IRB at least one month prior to the expiration date. This is the responsibility of the investigator. **Please notify the IRB office when you have completed this research study.**

Please be advised that this approval is given for one year. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted to the Board through use of the Addendum/Modification Request form. Changes should not be initiated until written IRB approval is received. Adverse events should be reported to the IRB as they occur.

Should you have any questions, please do not hesitate to call me at 407-823-2901.

Please accept our best wishes for the success of your endeavors.

Cordially,

A handwritten signature in cursive script that reads 'Joanne Muratori'.

Joanne Muratori
UCF IRB Coordinator
(FWA00000351 Exp. 5/13/07, IRB00001138)

Copies: IRB File
George Pawlas, Ph.D.

JM: jm



Office of Research & Commercialization

July 28, 2005

Neleffra Marshall
860 Hunters Creek Drive
W. Melbourne, FL 32904

Dear Ms. Marshall:

With reference to your protocol #05-2716 entitled, "Alternative Certification: A Case Study" I am enclosing for your records the approved, expedited document of the UCFIRB Form you had submitted to our office. **This study was approved by the Chairman on 7/25/05. The expiration date for this study will be 7/24/06.** Should there be a need to extend this study, a Continuing Review form must be submitted to the IRB Office for review by the Chairman or full IRB at least one month prior to the expiration date. This is the responsibility of the investigator. **Please notify the IRB when you have completed this study.**

Please be advised that this approval is given for one year. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted to the Board through use of the Addendum/Modification Request form. Changes should not be initiated until written IRB approval is received. Adverse events should be reported to the IRB as they occur.

Should you have any questions, please do not hesitate to call me at 407-823-2901.

Please accept our best wishes for the success of your endeavors.

Cordially,

A handwritten signature in cursive script that reads 'Barbara Ward'.

Barbara Ward, CIM
IRB Coordinator

Copy: IRB file
George Pawlas, Ph.D.

BW:jm

APPENDIX J
MISSING DATA TABLE

Missing Survey Data by Question Number

Question Number	ACP Teacher	Principal	Coordinator
1	0	2	0
2.1	0	4	0
2.2	0	0	0
2.3	0	0	0
2.4	0	2	0
3.1	14	8	0
3.2	7	5	1
3.3	4	4	0
3.4	6	1	0
3.5	2	3	0
3.6	9	2	0
3.7	45	21	0
4.1	2	4	0
4.2	4	4	0
4.3	3	3	0
4.4	7	5	0
5	0	0	0
6	0	11	0
7	1	11	0
8	2	1	1
9	2	9	0
10	0	X	0
11	0	X	0
12	0	X	0
13	0	X	X

Note. "X" means the question was not a question included on that particular survey.

LIST OF REFERENCES

- A comparison of alternate and traditional route requirements. (2005). Retrieved on September 11, 2005 from <http://www.nj.gov/njded/educators/license>
- Alternative teacher licensing program. *Colorado Department of Education*. Retrieved on September 11, 2005 from http://www.cde.state.co.us/cdeprof/wizard_alt1.asp
- A Nation at Risk, 1983. *National Commission on Excellence in Education*. Retrieved on March 25, 2005 from <http://www.ed.gov/pubs/NatAtRisk/risk.html>
- A Nation Prepared: Teachers for the 21st Century. (1986). *Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession*. Washington, D.C.
- Anderson, P., & Bullock, A. (2004). Meeting the No Child Left Behind rules and regulations building essential skills for alternative route teachers. *Action in Teacher Education*, 26(2), 33-36.
- Beck-Frazier, S. (2005). To stay or not to stay: that's the dilemma. *The Delta Kappa Gamma Bulletin*, 71(2), 28-33.
- Berry, B. (2001). No shortcuts to preparing good teachers. *Educational Leadership*, 58(8), 32-36.
- Berry, B. (2005). The future of teacher education. *Journal of Teacher Education*, 56(3). 272-278.
- Brown, C., Veughn, C., & Smith, J. (2004). Constructions of teaching: Alternative certification and the education profession. *Action in Teacher Education*, 26(1), 85-96.
- Chaddock, G. (1999). Demand grows for alternative certification. *Christian Science Monitor*, 9(100), p.21.
- Class Size Reduction Amendment. Florida Department of Education. Retrieved on November 11, 2005 from <http://www.firn.edu/doe/arm/class-size.htm>
- Clewell, B., & Villegas, A. (1998). Introduction. *Education & Urban Society*, 31(1), 3-17.
- Cooperman, S. (2000). Alternative teacher certification: It works! *Principal*, 80(1), 65-66.

- Corbin, W. (1992). Alternative certification programs: Problems and prospects. *Clearing House*, 65(4), 241-244.
- Cremin, L. (1957). *The Republic and the School: Horace Mann On the Education of Free Men*. New York: Teachers College, 1957.
- Dial, M., & Stevens, C. (1993). The context of alternative teacher certification. *Education & Urban Society*, 26(1), 4-17.
- Dillman, D. (2000). *Mail and Internet Surveys: The tailored design method*. New York: John Wiley & Sons, Inc.
- Enterprise Florida Regional Profile Data. (2006). Florida. Innovation Hub of the Americas. Retrieved on October 14, 2006 from <http://www.eflorida.com/floridasregions/population.asp?>
- Feistritzer, E. (1993). National overview of alternative teacher certification. *Education & Urban Society*, 26(1), 18-28.
- Feistritzer, E. (2000). Alternative teacher licensure. *National Center for Education Information*. Washington, D.C.
- Feistritzer, E., & Chester, D. (2000). *Alternative certification: A state by state analysis 2000*. Washington, DE: National Center for Education Information.
- Florida Department of Education. (2005). Retrieved on February 24, 2003 and November 11, 2005 from <http://www.altcertflorida.org/programOverview.htm>
- Florida Department of Education. (2006). Retrieved on October 14, 2006 from <http://data.fldoe.org/fsir/default.cfm>
- Florida House of Representatives. (2002). Retrieved on February 12, 2006 from <http://www.mixonandassociates.com/2002%20Legislative%20PDFs/hb%201817.pdf>
- Floridians for a Sustainable Population. (2006). Retrieved on October 14, 2006 from <http://www.fluspop.org/pages/floridagrowthsources.htm>
- Garson, G. D. (2006). Data Imputation for Missing Values. Retrieved on October 20, 2006 from <http://www2.chass.ncsu.edu/garson/na765.missing.htm>
- Graves, J. (1994). From boardroom to blackboard. *Fortune*, 130(3), p.12.

- Gregory, D. (1992). Reach and teach! *Essence*, 22(9), p.28.
- Gursky, D. (2001). Career changers find teaching tougher than it looks. *American Teacher*, 85(8), Retrieved on March 26, 2005 from http://vnweb.hwwilsonweb.com.ucfproxy.fcla.edu/hww/results_single.jhtml?nn=14
- Harris, S., Camp, W., & Adkison, J. (2003). *New structure and approaches for teacher preparation: Do they make a difference in teacher retention?* Paper presented at the AACTE Annual National Conference. New Orleans, LA.
- Humphrey, D., & Wechsler, M. (2005). Insights into alternative certification: Initial findings from a national study. *Teachers College Record*. Retrieved on October 15, 2005 from <http://www.tcrecord.org./content.asp?contentid=12145>
- Jacullo-Noto, J. (1991). Minority recruitment in teacher education. *Urban Education*, 26(2), 214-230.
- Johnson, S., Birkeland, S., & Peske, H. (2005). Life in the fast track: How states seek to balance incentives and quality in alternative teacher certification programs. *Education Policy*, 19(1). 63-89.
- Justice, M., Greiner, C., & Anderson, S. (2003). Determining the influences of traditional Texas teachers vs. teachers in the emergency teaching certification program. *Education*, 124(2), 376-389.
- Klagholz, L. (2001). State policy and effective alternative teacher certification. *Education Digest*, 67(1), 33-36.
- Kleiner, C. (1998). Make room for Sergeants. *U.S. News & World Report*, 125(16), 69-70.
- Kosmoski, G. (1997). *Supervision*. Wisconsin: Stylex.
- Kosnett, J. (1993). From office to classroom. *Kiplinger's Personal Finance Magazine*, 4(3), p. 14.
- Lederman, N., & Flick, L. (2001). The ulterior motives of alternative certification. *School Science & Mathematics*, 101(8), 401-403.
- Legler, R. (2002). *The impact of alternative certification in the Midwest: Policy issues*. North Central Regional Educational Lab Rep. No. NCREL-12). Naperville, IL.

- More Is Not Necessarily Better. (1997). *Techniques: Making education & career connections*, 72(8), 8.
- Mosle, S. (1995). Mrs. Ed. *New Republic*, 212(4), 13-15.
- Murnane, R., & Vegas, E. (1997). The nation's teaching force. *Teachers College Record*, 99(1), 36-41.
- Nakai, K., & Turley, S. (2003). *Going the alternate route: Perceptions from non-credentialed teachers*. Retrieved on March 6, 2005 from <http://www.vnweb.hwilsonweb.com>
- National Center for Educational Information. (2004). Retrieved on January 15, 2006 from <http://nces.ed.gov/programs/digest/d04>
- National Center for Educational Information. (2005). Retrieved on March 25, 2005 from <http://www.ncei.com>
- New alternative teacher certification program unveiled. (2002). *Monday Report*, 37(24). Florida Department of Education.
- Ng, J. (2003). Teacher shortages in urban schools: The role of traditional and alternative certification routes in filling the voids. *Education and Urban Society*, 35(4), 380-398.
- Peterson, A.D.C. (1971). *A hundred years of education*. London: Duckworth.
- Ryan, K. (1975). *Teacher education: The seventy-fourth yearbook of the national society for the study of education, Part II*. Chicago: The University of Chicago Press.
- Salyer, B. (2003). Alternatively and traditionally certified teachers: The same but different, *NASSP Bulletin*, 87, 16-27.
- Shen, J. (1998). Alternative certification, minority teachers, and urban education. *Education & Urban Society*, 3(1), 30-41.
- Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Stevens, C., & Dial, M. (1993). A qualitative study of alternatively certified teachers. *Education & Urban Society*, 26(1), 63-77.

- Texas Alternative Certification Program. (2005). Retrieved on November 11, 2005 from <http://www.texasacp.com>
- The door opens. (2002). *Economist*, 362(8266), 27-32.
- Wayman, J., Foster, A., & Mantle-Bromley, C. (2003). A comparison of the professional concerns of traditionally prepared and alternatively licensed new teachers. *The High School Journal*, 86(3), 35-40.
- Whiting, M., & Klotz, J. (2000). Alternative certification: It's alive...but it may not be well. *Contemporary Education*, 71(3), 9-41.
- Wilson, S., Floden, R., & Ferrini-Mundy, J. (2002). Teacher preparation research. *Journal of Teacher Education*, 53(3). 190-204.
- Wise A., & Darling-Hammond, L. (1992). Alternative certification as an oxymoron. *Education Digest*, 5(8), 46-53.
- Wright, S. (2001). The alternative route to certification. *Techniques: Connecting Education & Careers*, 76(5), 24-27.
- Zeichner, K., & Schulte, A. (2001). What we know and don't know from peer-reviewed research about alternative teacher certification programs. *Journal of Teacher Education*, 52(4), 266—282.