

Alternatively Certified Teachers in Oklahoma: An Analysis from Multiple Perspectives

Susan L. Davis
James C. Impara
Buros Center for Testing

Renee Launey-Rodolf
Oklahoma Commission for Teacher Preparation

Kyle Dahlem
Oklahoma State Regents for Higher Education

Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA (April, 2006).

Correspondence concerning this paper should be addressed to:

Susan L. Davis
Buros Center for Testing
21 Teachers College Hall
University of Nebraska – Lincoln
Lincoln, NE, 68588-0352
sdavis7@unl.edu

Abstract

Due to teacher shortages across the country, the frequency by which teachers are seeking certification through alternative programs is rapidly increasing. Alternatively certified teachers enter the field without the traditional program of teacher preparation (e.g., 5-year college program). In turn, critics question the preparedness of these teachers and their ability to effectively educate students. Numerous research studies have been conducted that address this question; however, differences among states in what is required to be alternatively certified makes generalization of these results difficult. To be considered for alternative certification in Oklahoma, teacher candidates must meet a number of requirements related to their educational background, work experience, and competency as demonstrated by their performance on Oklahoma's teacher certification exams. The purpose of this study was to explore the strengths and areas of needed improvement of newly licensed alternatively certified teachers in Oklahoma. This was accomplished by analyzing certification exam results, questionnaire responses provided by alternatively certified teachers and their supervising administrators, and similar questionnaire responses provided by traditionally prepared teachers and their supervising administrators. The results provide valuable information for Oklahoma's alternative certification program and states with similar alternative certification programs.

Alternatively Certified Teachers in Oklahoma: An Analysis from Multiple Perspectives

Many states are experiencing shortages in available candidates to fill teacher and school administrator roles. Therefore, more states are supporting alternative means to teacher certification as a way to fill the need for certified educators (Cleveland, 2003). In addition, the secure employment for certified teachers resulting from such shortages has increased the popularity of these programs for those considering a career in teaching. Although alternatively certified teacher candidates are typically required to pass the same certification examinations as traditionally prepared teachers, concern remains that these teachers are not adequately prepared for their duties in the classroom. The purpose of this study was to explore the preparedness, strengths, and areas of needed improvement of recently alternatively certified teachers in the state of Oklahoma.

Alternative Certification

According to a 2005 survey reported by the National Center for Education Information, 48 states and the District of Columbia offer a total of 538 different programs for teachers to be alternatively certified (NCEI, 2005). In one year, approximately 35,000 teachers in this country went through alternative routes and according to the survey, approximately half said they would not have become teachers had these alternate routes not been available.

The structure of alternative certification programs varies greatly across states (Zeichner & Schulte, 2001). Alternative programs or alternative routes to teaching may include anything from mentoring individuals who received emergency teacher permits to fill an immediate need to elaborate programs that involve intensive coursework and

preparatory experiences (U.S. E.D., 2004). Many programs have specific admission requirements including education (e.g., bachelors degree), experience in a particular field, testing, interviews, or an offer of employment. In addition to these requirements, the alternative certification programs can include training workshops such as professional development activities, pedagogy, methodology, or classroom management courses, classroom observations, or an internship year. These types of activities may be minimal for some programs whereas other alternative programs require up to 45 hours of coursework (Schoon & Sandoval, 2000).

With an increasing number of entry-level teachers coming from alternative certification programs, concerns exist about these teachers' ability to serve as effective educators. For example, alternatively certified teachers are often considered qualified to teach in a particular area because they possess a background (e.g., coursework and work experience) in the same area. However, critics suggest that this does not necessarily qualify teachers to educate students in this area as they may lack needed pedagogical skills (Cleveland, 2003). There is concern that as policy makers are setting standards for high-quality teachers, many are opening gateways for alternative certification, and therefore, providing conflicting perspectives of the teaching profession (Baines, McDowell, & Foulk, 2001). Importantly, researchers are investigating this issue by conducting studies to assess the success of candidates who have completed these programs and entered the teaching profession.

Research in this area takes numerous forms but for the most part studies are descriptive in nature or designed as a comparative analysis between traditionally and alternatively certified teachers. The descriptive approach to this research provides

information about the types of individuals seeking certification in this area and their perceptions of the programs. Research such as this can be used to identify problems with these programs or areas where improvement is needed. For example, Sayler (2003) surveyed one group of alternative certification candidates to understand their motivation for seeking alternative certification, the influence of their previous careers, and their experience receiving support during the first year. Important to the program, Sayler found that the majority of study participants in this particular program felt there was a lack of mentoring during their first year of teaching. Similarly, Brown (2005) found several benefits to including a service-learning component within the preparation of alternative certification teachers related to multicultural awareness and educational policy. Other studies in this area (e.g., Cleveland, 2003; Schoon, & Sandoval, 2000) are designed to investigate the strengths and weaknesses of a particular program with the goal of making changes to strengthen the program and the teacher candidates who participate in the program.

Other research has focused on differences between traditionally certified teachers and alternatively certified teachers. Such studies have demonstrated that alternatively certified teachers feel less prepared for their teaching career as compared to traditionally prepared teachers (e.g., Darling-Hammond, Chung, & Frelow, 2002). Specifically, differences are noted between these two groups of teachers in feeling prepared to plan instruction, meet the needs of diverse learners, create a positive learning environment (Darling-Hammond Chung, & Frelow, 2002), provide classroom management (Sokal, Smith, & Mowat, 2003), motivate students, and conduct assessment (Baines et al., 2001). In addition, existing research has reported substantial differences in pedagogy skills (e.g.,

effective instruction) between traditionally certified and alternatively certified teachers (e.g., Wayman, Foster, Mantle-Bromley, & Wilson, 2003). However, it is important to note that the generalizability of such research findings is often limited as alternative certification programs vary significantly across states.

Oklahoma Alternative Certification

In Oklahoma, teachers seeking alternative certification must first apply for eligibility to sit for the teacher licensure exams. Eligibility is based on several components of a candidate's background. First, they must have completed a bachelor's degree from an accredited university. Second, they must have a field of study which corresponds to a field of specialization for Oklahoma teacher certification. Third, they must have a minimum of two years of work experience in the same field or post baccalaureate work in the same area in which they hold a bachelor's degree. If a candidate meets these requirements and is approved by the Oklahoma Alternative Placement Program, they may attempt the three teacher licensure examinations required by the state of Oklahoma. The Oklahoma General Education Test (OGET) assesses candidate competency in areas of general studies and education in liberal arts and sciences. The Oklahoma Professional Teaching Exam (OPTE) is designed to assess candidate's professional teaching knowledge and ability to deal with learners and the learning environment. The Oklahoma Area Subject Area Tests (OSAT) is a series of tests designed to measure subject-specific knowledge and skills. Alternative certification candidates must pass the OGET and OSAT in the area in which they are recommended for certification before they can receive a temporary teaching license. This temporary license is renewable for up to three years during which time the candidate must pass the

OPTE to receive a permanent teaching license. After receiving initial certification in the subject area for which they are approved, alternatively-certified teachers can seek certification in additional areas (add-on area) by taking and passing additional OSAT tests. Once the candidate become initially certified, he or she is no longer required to apply for eligibility with the state before taking any additional certification exams. One additional caveat is that alternatively certified teachers are not allowed to be initially certified in Elementary Education or Early Childhood Education.

After receiving their initial certification, alternative certification teachers (like traditional teachers) complete a teacher residency year during their first year of teaching. This year includes supervision by a committee, mentoring, and fulfilling requirements for professional education credit (professional development or college courses). The extensiveness of the professional education credit requirement is based on the candidate's degree level and length of experience.

Given the noted concerns about alterative certification programs, the purpose of this multi-phase study was to evaluate the success of these teacher candidates in Oklahoma based on their performance on the Oklahoma teacher licensure exams, and their preparedness as assessed by the teachers themselves and their supervising administrators. The first phase of this study included an exploration of alternatively certified teachers in Oklahoma using test score databases and survey data. The certification test data from these two cohorts was explored to learn more about these teachers and their performance on the OCTP exams (e.g., what tests they are taking, passing rates, etc). In addition, these two groups of teachers and their supervising administrators were surveyed to understand the strengths and weaknesses of alternatively

certified teachers and identify areas where professional development would be beneficial. In the second phase, data from a similar study with a sample of traditionally certified teachers was explored for comparison purposes.

Phase 1: Exploration of test history and survey data from alternatively certified teachers

Sample

For the purposes of this study, it was of interest to include alternatively certified teachers who recently began their teaching career. Two samples were drawn and the surveys were conducted separately for these groups. The first cohort were teachers who completed their Teacher Residency during the 2003/2004 school year (N=212) and the second cohort were teachers who completed their Teacher Residency during the 2004/2005 school year (N=423). Initially, all of the subsequent analyses were run separately for these two cohorts and additional analyses were performed to assess any notable differences between them. However, no significant differences emerged and therefore, the results for this study are presented for the total sample (both cohorts, N=635).

Examination of Alternatively Certified Teacher Test History

It was of interest to examine the testing history of the alternatively certified teacher candidates. The test history database provided by OCTP included scores for all testing attempts (passing and failing) across all tests administered by the OCTP: the OGET, all versions of the OPTE, and all versions of the OSAT. The first step in examining the test history was to look at what tests the teacher candidates seeking alternative certification were taking. Table 1 shows the number and percentage of

candidates (out of the 635 candidates in the sample) that attempted each test. As indicated by the data in this table, the subject area tests most frequently attempted by alternatively certified teacher candidates include Elementary Education (subtests 1 and 2), Middle Level Mathematics, U.S. and Oklahoma History, Business Education, Mild/Moderate Disabilities, English, Biological Sciences, and Physical Education, Health, and Safety. Conversely, those tests attempted less frequently by the alternatively-certified teachers include Psychometrist, School Psychologist, Reading Specialist, Inst/General Music, Deaf/ Hard Hearing, Principal Common Core, Library/Media Specialist, Speech Language/Pathology, and the foreign language tests.

One notable finding in this analysis was the large number of alternatively certified teachers who were seeking certification in Elementary Education. Currently, teachers seeking alternative certification are not permitted to be *initially* certified in Elementary Education. However, after receiving their initial certification they may pursue Elementary Education certification.

Second, it was of interest to look at the passing rate for each test. Because the alternative certification candidates represent a small part of the teacher candidates and each test was only taken by a portion of this sample, the analysis of passing rates had to be done by looking at aggregate averages across each type of test. Passing rates are shown for the OGET, the OPTE, and the OSAT in Table 2. Overall, the passing rates for the OGET, OPTE, and OSAT indicate that most candidates appear to pass these tests on the first attempt. The highest initial attempt passing rates are observed for the OGET.

Third, specifically related to the OSAT, it was of interest to look at the number of subject areas tests taken by each candidate. The mean number of subject area tests taken

was 2.1 and the frequency distribution in Table 3 suggests that most candidates take 1, 2, or 3 subject area tests with several candidates taking 4 or more tests.

Survey of Alternative Certification Teachers

In the spring of 2005, this sample of teachers and their supervising administrators were surveyed and asked to complete a questionnaire consisting of demographic questions, an evaluation of teachers' content knowledge and pedagogy skills, and an assessment of the strengths and weaknesses of alternatively certified teachers. A total of 635 teacher questionnaires and 635 administrator questionnaires were sent out (some were returned with bad addresses). A total of 212 teacher surveys (33% response rate) and 230 administrator surveys (36% response rate) were returned yielding 78 matched cases of both the teacher response and accompanying administrator response (12% response rate).

The demographic information provided by the teacher respondents is shown in Table 4. The sample was primarily Caucasian, approximately half were teaching in an urban school district, and approximately two-thirds were teaching in their initial area of licensure. Approximately one third of the sample completed the teacher residency during the 2003/2004 year (2 years of experience) and the remaining two-thirds completed their teacher residency during the 2004/2005 year (1 year of experience). Teachers were asked why they chose the alternative route to teacher preparation instead of the traditional route. Several response options for this question were presented and teachers and were allowed to mark all that applied. The full results of this question are shown in Table 4. The most common responses were "Career change", and "Time required for traditional preparation".

The teacher and administrator questionnaire was designed to provide an evaluation of teachers' content knowledge and pedagogy skills. These questions were developed for and administered in previous research studies on teacher preparation. The questionnaire items and accompanying item statistics for all respondents are shown in Table 5. Teachers and administrators were asked to respond to each item on a 1 (Strongly Disagree) to 4 (Strongly Agree) scale. The teachers were completing a self-assessment and the administrators were completing an evaluation of the teacher working in their school. The average scores for the content and pedagogy subscales based on administrator and teacher responses (possible range of 7-28 for content and 9-36 for pedagogy) are presented in Table 5.

The comparative analyses of the content and pedagogy data are based on a subsample of the responses. Specifically, only the matched pairs of responses (both teacher and administrator, N=78) were included. The subscale means for this sample of responses are also included in Table 5. Paired sample t-tests indicated significant differences between the teacher and administrator means for content knowledge ($t(74)=2.78, p<.01$) and pedagogy skills ($t(71)=2.35, p<.05$)¹. In both instances, the teacher ratings were significantly higher than the administrator ratings. This difference suggests that teachers perceive themselves demonstrating the specific skills and qualities noted in the questionnaire to a greater extent than their supervising administrators. Correlations

¹ The paired samples t-tests were based on all pairs of valid responses (both teacher and administrator responded about the same teacher). Although 78 pairs of responses were received, valid subscale means were only calculated when the respondent provided answers for all questions on a particular scale. Therefore, differences in degrees of freedom reflect a reduced sample based on missing responses for each subscale from the 78 pairs.

between two evaluations of content knowledge (teacher and administrator) and two evaluations of pedagogy skills were non-significant.

Interestingly, significant correlations were observed between teachers' self-assessment of content knowledge and pedagogy skills ($r=.793, p<.001$) and administrator assessment of teacher content knowledge and teacher pedagogy skills ($r=.845, p<.001$). Two factors could contribute to this effect. First, it could be that teachers who were considered to be stronger in one area (content knowledge or pedagogy skills) were also stronger in the other area as indicated by self-evaluations and administrator evaluations. Second, it could be that these two scales are in fact quite similar and measuring very similar constructs.

The remaining questionnaire items explored the needs and experiences of all alternatively certified teachers from both the teacher perspective and the administrator perspective. The questions and responses are detailed in Table 6. Overall, the teachers and administrators were very similar in their responses. The skills considered to be most critical for success in the first year of teaching include content knowledge, classroom management skills, discipline/behavior management, and time management skills. The aspects of teaching that were found to be most difficult during the first year for alternatively certified teachers include classroom management, discipline/behavior management, time management, and providing additional support to students with special needs. Similarly, the aspects of teaching not anticipated by the alternatively certified teachers included time management difficulties, discipline/behavior management, and providing additional support to students with special needs. Finally, teachers and administrators indicated that alternatively certified teachers would benefit from

professional development opportunities in the areas of classroom management, discipline/behavior management, and meeting the needs of all learners.

Teachers and administrators were both asked about their perceptions of the Teacher Residency program. The responses were very supportive of the program; 87% of teachers and 95% of administrators agreed or strongly agreed that the program was helpful. Of the administrators who responded to the survey, 96% indicated they would hire this teacher again. Similarly, 95% of teachers indicated they planned on teaching again next year.

Test Score and Survey Analyses

Following individual analyses of the test score database and the survey responses, it was of interest to combine information from both databases. Comparisons were conducted between individual teacher scores for pedagogy skills and content knowledge (both self assessment and administrator evaluation) and certification test scores. Again, because of the small number of candidates taking each of the OPTE and OSAT tests, an average score was computed for each teacher candidate for all OPTE tests they passed and an average score was computed for each candidate for all OSAT tests they passed. Correlational analyses failed to yield any significant relationships between content knowledge or pedagogy skills and test scores.

Phase 2: Comparison of alternatively certified and traditionally certified teachers

For initial comparative purposes, similar data for a sample of traditionally certified teachers (N=212) was collected. This included test history data and a survey of the teachers themselves (no administrator survey was conducted).

Examination of Teacher Test History

The first step in this process was to compare the test history of these two samples by conducting parallel analyses to those in phase 1 of this study. In Table 1, the frequency of attempts for each OCTP test by traditionally certified teachers is presented. Similarities exist between the traditionally certified and alternatively certified teachers in which tests were taken most frequently: Elementary Education (subtests 1 and 2), Middle Level Mathematics, U.S. and Oklahoma History, Mild/Moderate Disabilities, English, Biological Sciences, and Physical Education, Health, and Safety. The one notable difference is the large percentage of alternatively certified teacher candidates attempting the Business Education test as compared the rather low percentage of traditionally-certified teachers. Given the relatively small size of the traditionally-certified teacher database, low-incidence tests are hard to identify as many of the OSAT tests listed in Table 2 were only attempted by 1 or 2 teachers within this sample.

The passing rates for the traditionally certified teachers were computed and compared to those reported for the alternatively certified teachers (Table 2). Overall the passing rates appear similar for the two groups; however, there are two noteworthy differences. First, the traditionally certified teachers have a higher initial passing rate for the OPTE as compared to the alternatively certified teachers. Second there are more alternatively certified candidates who repeatedly attempt the OPTE and OSAT tests without passing as compared to the traditionally certified teachers.

The number of OSATs attempted was compared between these two samples. As indicated in phase 1, the average number of OSATs attempted by the alternatively certified candidates was 2.1. The average number of OSATs attempted by traditionally

certified teachers was 1.6. As shown by the frequency distributions in Table 3, the majority of traditionally certified teachers attempt only one OSAT test (58%) whereas the majority of alternatively certified teachers attempt two or more OSAT tests (61%).

Survey Results

In addition to comparison of the test score database, it was also important to attend to the results of the survey of traditionally certified teachers. For this survey, a total of 633 questionnaires were sent out to traditionally certified teachers and 197 responses were received (31% response rate). The same questionnaire used in phase 1 was modified for this group by removing all references to alternatively certified teachers. Because the questionnaire was not designed to assess differences among groups in content and pedagogy skills, the focus of the part of the study was a descriptive comparison of the questions pertaining to preparedness that would provide information for professional development opportunities. In addition, unlike the survey of alternatively certified teachers, the survey of traditionally certified teachers did not include supervising administrators. Therefore, the analyses were conducted only to compare the teacher responses. The responses for the open-ended questions are displayed in Table 7 for both the alternatively certified and traditionally certified teachers. As shown in the table, the results were very similar across samples as both groups of teachers identified similar areas as being most critical for success in the first year, unanticipated by new teachers, and most difficult during the first year. Importantly, both groups identified the same aspects of teaching as important topics for professional development opportunities: classroom management, discipline/behavior management, and meeting the needs of all learners.

Discussion

This study explored the strengths, weaknesses, and needs of alternatively certified teachers in Oklahoma. From the analysis of these teachers' testing history, it was determined that the majority of alternatively certified teachers passed all three types of tests required for teacher licensure (OGET, OPTE, and OSAT) on the first attempt. The passing rates for their traditionally-prepared colleagues were only slightly higher for the OPTE exam. In addition, most alternatively certified teachers were attempting two to three subject area tests whereas the traditionally certified teacher were, on average, attempting one OSAT test. The most commonly attempted OSAT tests for both the traditionally certified and alternatively certified teacher candidates included Elementary Education (subtests 1 and 2), Middle Level Mathematics, U.S. and Oklahoma History, Mild/Moderate Disabilities, English, Biological Sciences, and Physical Education, Health, and Safety. The one notable difference was the large number of alternative teacher candidates who were attempting the Business Education test.

From the survey portion of this study, the alternatively certified teachers most commonly cited a career change, or the time required for traditional teacher preparation as the reasons for taking the alternative route to teacher certification. Teachers' self-assessment of their content knowledge and pedagogy skills was not significantly related to their administrator's evaluation of their abilities in these areas. However, based on both teachers' and administrators' judgments, those teachers with stronger pedagogy skills were also rated as having stronger content knowledge. Based on several questions related to the areas of need for alternatively certified teachers, the areas deemed most important included classroom management, time management, content knowledge,

discipline/behavior management, and providing additional support to students with special needs. The issue of classroom management has been echoed in other research on alternatively certified teachers (Baines et al., 2001; Sokal et al., 2003; Wayman et al., 2003; Zeichner & Schulte, 2001). Importantly, these same areas were deemed important by the traditionally certified teachers. Finally, analyses of the test and survey databases indicated no significant relationships between certification test scores and content knowledge and pedagogy skills for the alternatively certified teachers.

This study was designed to provide an initial exploratory look at the teacher candidates seeking alternative certification in Oklahoma. Several of the noted findings have important implications for the Oklahoma Alternative Certification Teacher Program. First, because the average number of OSAT exams attempted by these alternative certification candidates was 2, it could be suggested that these teachers are attempting to obtain teaching positions in areas other than what they were initially approved for. Based on the survey data, we know that 30% of the respondents were teaching in either an add-on area, or their initial certification area and an add-on area. Future research should explore the mobility of these candidates across areas and more specifically, what areas they are seeking additional certification in. Related to this issue, it was interesting to note that many of the teacher candidates were attempting the Elementary Education OSAT tests after receiving their initial certification. The program was designed to preclude initial certification in Elementary Education due to concerns about the preparedness of these teacher candidates to handle such subject areas. Future research will focus on those alternative certification teacher candidates to assess their success in obtaining positions in

Oklahoma schools as Elementary Education teachers and their preparedness for such positions.

Second, one question that was not intended to be included within this study was that of attrition. However, through the survey process, it was noted that many teachers who successfully passed the Oklahoma Teacher Certification exams were no longer teaching in the Oklahoma system. Research on retention of alternative certification teachers presents mixed results (Zeichner & Schulte, 2001) compounded by differences in alternative certification programs. Future research will focus on this issue for the Oklahoma program.

Third, the survey data provided some important information that will help improve the Oklahoma Alternative Certification program. Specifically, the areas of teaching identified as important and difficult for alternative certification teachers will be important to include as topics for professional development activities.

References

- Baines, L., McDowell, J., & Foulk, D. (2001). One step forward, three steps backward: Alternative certification programs in Texas, Georgia, and Florida. *Educational Horizons, Fall 2001*, 32-37.
- Brown, E. (2005). Service-learning in a one-year alternative route to teacher certification: A powerful multicultural teaching tool. *Equity and Excellence in Education, 38*, 61-74.
- Cleveland, D. (2003). A semester in the life of alternatively certified teachers: Implications for alternative routes to teaching. *The High School Journal, Feb/March*, 17-34.
- Darling-Hammond, L., Chung, R., & Felow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education, 53*(4). Online edition.
- National Center for Educational Information (2005). *Alternative routes are attracting talented individuals from other careers who otherwise would not become teacher*. Accessed March 13, 2006 from www.ncei.com/part.html.
- Salyer, B. (2003). Alternative and traditionally certified teachers: The same but different. *NASSP Bulletin, 87*, 16-17.
- Schoon, K., & Sandoval, P. (2000). Attracting, preparing, and keeping great urban teachers: The urban teacher education program, option II. *Urban Education, 35*(4), 418-441.
- Sokal, L., Smith, D., & Mowat, H. (2003). Alternative certification teachers' attitudes toward classroom management. *The High School Journal, Feb/March*, 8-16.

U.S. Department of Education, Office of Innovation and Improvement (2004).

Alternative Routes to Teacher Certification.

Wayman, J., Foster, A., Mantle-Bromley, C., & Wilson, C. (2003). A comparison of the professional concerns of traditionally prepared and alternative licensed new teachers. *The High School Journal, Feb/March*, 35-40.

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.

Table 1 – Number and Percentage of Candidates Attempting Each Test

Test	Alternative Certification Teachers		Traditional Teachers	
	N	%	N	%
OGET	562	89%	169	80%
<u>OPTE</u>				
PK-12	17	3%	8	4%
PK-8	57	9%	52	25%
6-12	185	29%	103	49%
<u>OSAT</u>				
Inst/General Music	5	1%	1	<1%
Art	11	2%	5	2%
Vocal/General Music	10	2%	3	1%
Chemistry	35	6%	8	4%
Early Child Education	47	7%	14	7%
Elementary Education	8	1%	9	4%
English	67	11%	20	9%
Earth Science	25	4%	5	2%
Family Consumer Science	26	4%	1	<1%
Biological Science	68	11%	21	10%
Advance Mathematics	44	7%	21	10%
PE/Health/Safety	73	11%	19	9%
Physical Science	35	6%	13	6%
Physics	15	2%	1	<1%
Reading Specialist	2	<1%	1	<1%
Speech/Drama/Debate	20	3%	6	3%
US/Oklahoma History	62	10%	19	9%
World History	36	6%	11	5%
Spanish	30	5%	8	4%
French	5	1%	3	1%
German	2	<1%	0	0%
Latin	3	<1%	0	0%
Middle Level English	33	5%	4	2%
Middle Level Mathematics	97	15%	25	12%
Middle Level Science	41	6%	9	4%
Mid Level Social Science	41	6%	5	2%
Mild/Mod Disabilities	64	10%	25	12%
Deaf/Hard of Hearing	3	<1%	3	1%
Severe/Profound Disabilities	17	3%	4	2%
Psychology/Sociology	40	6%	2	1%

School Psychologist	2	<1%	0	0%
Psychometrist	2	<1%	1	<1%
Speech Language Pathologist	1	<1%	3	1%
Driver Safety Education	9	1%	5	2%
Journalism	26	4%	0	0%
Lib/Media Specialist	4	1%	1	<1%
School Counselor	41	6%	7	3%
Business Education	123	19%	8	4%
Marketing Education	11	2%	1	<1%
Agricultural Education	14	2%	2	1%
Technology Education	14	2%	1	<1%
Principal Common Core	4	1%	0	0%
Secondary Principal	3	<1%	0	0%
Elementary Education/1	84	13%	22	10%
Elementary Education/2	86	14%	23	11%

Table 2 – Passing Rates for OCTP Tests

	Passed on First Attempt	Passed on Second Attempt	Passed on More than 2 Attempts	Never Passed	Total Number of Candidates Attempting
<u>Alternatively Certified</u>					
OGET	527 (94%)	24 (4%)	10 (2%)	1 (<1%)	562
OPTE (All Versions)	229 (88%)	12 (5%)	1 (4%)	17 (6%)	259
OSAT (All Subjects)	1182 (85%)	80 (6%)	12 (9%)	110 (8%)	1384
<u>Traditionally Certified</u>					
OGET	158 (93%)	6 (4%)	5 (2%)	0 (0%)	169
OPTE (All Versions)	150 (97%)	1 (<1%)	1 (<1%)	2 (1%)	154
OSAT (All Subjects)	296 (93%)	9 (3%)	4 (1%)	9 (3%)	318

Table 3 – Number of OSAT tests attempted

Number of OSAT	Alternatively Certified Teachers		Traditionally Certified Teachers	
	N	%	N	%
0	1	<1%	18	8%
1	238	38%	135	58%
2	158	26%	44	19%
3	109	18%	28	12%
4	48	8%	7	3%
5	24	5%	1	<1%
6	11	3%	0	0%
7	6	1%	0	0%
8	3	<1%	0	0%

Table 4 – Demographic Information provided by Teachers

<u>Race^a</u>	
Caucasian	54 (79%)
Native American/ Alaskan Native	5 (7%)
African American	2 (4%)
Hispanic	1 (2%)
Other	4 (6%)
<u>School type</u>	
Rural	104 (49%)
Urban	105 (50%)
<u>Teaching in</u>	
Initial Area of Licensure	129 (66%)
Add-on Area	71 (27%)
Both Initial Area and an Add-on Area	8 (6%)
<u>Years of Experience</u>	
1	144 (68%)
2	68 (32%)
<u>Why did you go through the alternative route and not the traditional route to teaching?^b</u>	
Career change	156 (74%)
Time required for traditional preparation	54 (25%)
Cost of traditional preparation	27 (13%)
Immediate teaching position available	37 (17%)
Recruited by school to fill teaching position	33 (16%)
Secure employment	14 (7%)
Did not want to complete traditional preparation requirements	28 (13%)
Needed a job	15 (7%)

^a Race information was only collected for the 2003/2004 Cohort.

^b Teachers were allowed to select multiple responses for this question

Table 5 –Alternatively Certified Teacher and Administrator Survey Item Statistics

CONTENT ITEMS	Teacher		Administrator	
	Mean	Std Dev	Mean	Std Dev
1. Demonstrate knowledge of your content area.	3.68	0.48	3.54	0.54
2. Apply knowledge of critical thinking skills for effective instruction in your content area.	3.57	0.54	3.24	0.65
3. Incorporate appropriate text into instruction for specific skill development in your content area.	3.51	0.54	3.35	0.54
4. Demonstrate knowledge of appropriate assessment and evaluation procedures for instruction in your content area.	3.42	0.58	3.24	0.58
5. Include appropriate societal and technological dimensions in instructional activities for your content area	3.38	0.61	3.30	0.64
6. Demonstrate knowledge of concepts and processes in planning integrated instruction in your content area.	3.42	0.58	3.21	0.64
7. Include instructional opportunities to develop critical and creative thinking skills.	3.50	0.57	3.21	0.67
Content Total (All responses)	24.45	2.92	23.08	3.46
Content Total (Matched Pairs)	24.22	2.92	22.93	3.35
PEDAGOGY ITEMS				
8. Apply concepts of interdisciplinary teaching in sound instructional activities and lessons.	3.28	0.57	3.13	0.81
9. Foster an interactive/responsive learning environment through verbal, non-verbal, and media communication techniques (including audio- visual aids and computer-based technologies).	3.39	0.70	3.24	0.71
10. Use <u>informal</u> assessment strategies to plan, evaluate, and strengthen instruction.	3.41	0.60	3.15	0.65
11. Use <u>formal</u> assessment strategies to plan, evaluate, and strengthen instruction.	3.36	0.62	3.21	0.58
12. Apply knowledge of current research to the practice of teaching.	3.25	0.73	3.07	0.69
13. Demonstrate knowledge of concepts and processes in planning integrated instruction in your content area.	3.38	0.56	3.18	0.63
14. Establish positive and collaborative working relationships with families to promote developmental growth of children.	3.34	0.64	3.28	0.68
15. Use a variety of effective instructional strategies to meet the needs of all learners	3.41	0.61	3.22	0.72
16. Demonstrate effective classroom management and behavior management strategies.	3.28	0.78	3.17	0.86
Pedagogy Total (All Responses)	30.01	3.85	28.61	5.06
Pedagogy Total (Matched Pairs)	30.00	3.94	28.45	4.90

Table 6 – Responses to Survey Questions – Alternative Certification Teachers and Supervising Administrators

	Teacher		Administrator	
	N	%	N	%
What aspects of teaching do alternatively certified teachers find the most difficult during the first year?				
Classroom management	59	28%	160	70%
Discipline / Behavior Management	102	48%	168	73%
Assessment of student performance	26	12%	47	20%
Time management	70	33%	74	32%
Providing additional support to students with special needs	61	29%	84	37%
Parent relations	34	16%	63	27%
Incorporation of effective instructional practices	24	11%	77	33%
What information or skills are most critical for alternatively certified teachers to be effective during their first year of teaching?				
Content knowledge	106	50%	106	46%
Classroom management skills	169	80%	190	83%
Classroom assessment practices	42	20%	78	34%
Discipline / Behavior management	153	72%	172	75%
Time management skills	99	47%	85	37%
Methods for providing support to students with special needs	52	25%	101	44%
Methods for relating with parents	59	28%	79	34%
What aspects of the job do alternatively certified teachers not anticipate?				
Time management difficulties	47	22%	97	42%
Discipline / Behavior management	43	20%	154	67%
Parent relations	29	14%	83	36%
Providing additional support to students with special needs	47	22%	107	47%
Importance of effective instructional methods	24	11%	89	39%
Administrative responsibilities	58	27%	69	30%
Extra-curricular activities	45	21%	61	27%
If you were to attend a summer institute that would be followed by year-long coaching on a topic related to teaching, what information, skills, or practice would you like this professional development include?				
Classroom assessment practices	36	17%	80	35%
Classroom management skills	85	40%	180	78%
Developing instructional objectives	45	21%	98	43%
Lesson planning	47	22%	95	41%
Discipline / Behavior management	103	49%	169	73%
Meeting the needs of all learners	101	48%	139	60%
Using assessment results to improve classroom practices	50	24%	108	47%

Table 7 – Responses to Survey Questions – Alternative Certification Teachers and Traditionally Certified Teachers

	Alternative		Traditional	
	N	%	N	%
What aspects of teaching do alternatively certified teachers find the most difficult during the first year?				
Classroom management	59	28%	55	28%
Discipline / Behavior Management	102	48%	100	51%
Assessment of student performance	26	12%	30	15%
Time management	70	33%	71	36%
Providing additional support to students with special needs	61	29%	58	29%
Parent relations	34	16%	43	22%
Incorporation of effective instructional practices	24	11%	24	12%
What information or skills are most critical for alternatively certified teachers to be effective during their first year of teaching?				
Content knowledge	106	50%	95	48%
Classroom management skills	169	80%	166	84%
Classroom assessment practices	42	20%	44	22%
Discipline / Behavior management	153	72%	149	76%
Time management skills	99	47%	94	47%
Methods for providing support to students with special needs	52	25%	57	29%
Methods for relating with parents	59	28%	67	34%
What aspects of the job do alternatively certified teachers not anticipate?				
Time management difficulties	47	22%	48	24%
Discipline / Behavior management	43	20%	41	21%
Parent relations	29	14%	39	20%
Providing additional support to students with special needs	47	22%	29	15%
Importance of effective instructional methods	24	11%	15	7%
Administrative responsibilities	58	27%	67	34%
Extra-curricular activities	45	21%	45	23%
If you were to attend a summer institute that would be followed by year-long coaching on a topic related to teaching, what information, skills, or practice would you like this professional development include?				
Classroom assessment practices	36	17%	36	18%
Classroom management skills	85	40%	79	40%
Developing instructional objectives	45	21%	43	22%
Lesson planning	47	22%	48	24%
Discipline / Behavior management	103	49%	96	49%
Meeting the needs of all learners	101	48%	84	42%
Using assessment results to improve classroom practices	50	24%	54	27%