

ALTERNATIVELY CERTIFIED TEACHER INDUCTION:

AN EXAMINATION OF CURRENT
PRACTICE IN SOUTHEAST MISSOURI

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AN EXAMINATION OF CURRENT PRACTICE IN SOUTHEAST MISSOURI

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ABSTRACT

Due to increased demands for highly qualified teachers, reported teacher shortages in many areas, and high attrition rates, many schools are employing alternatively certified teachers. There are many recent studies that examine the effectiveness of the alternatively certified teacher compared to those from a more traditional preparation program. However, this study attempts to examine the role of building principals in the induction of alternatively certified teachers, specifically when compared to those of more traditional teachers.

Public High School principals in Southeast Missouri were surveyed to garner information about current practices and to compare practices among alternatively and traditionally trained teachers. Although the principals reported treating alternatively certified teachers the same as traditionally prepared teachers, details from the survey indicate a difference. Principal respondents reported providing more professional development and more on the job training for alternatively certified teachers. Further, respondents agreed that alternatively certified teachers need more guidance, but not more time. This is consistent with reports of relying on other staff for assistance in assisting new teachers.

Alternatively Certified Teacher Induction:
An Examination of Current Practice in Southeast Missouri

Introduction to the Study

The National Center for Alternative Certification and the National Center for Education Information (NCEI) report that nationally, one-third of all new teachers hired are coming through an alternative teaching route to certification (Feistritzer, 2007). The number of certificates issued nationwide grew from seven thousand issued in 1995-96 to nearly sixty thousand in 2008-09 (Feistritzer, 2011). Why the increase? In 1983, eight states began non-traditional approaches to teacher certification to address teacher shortages. The result was the implementation of alternative routes to teacher certification. The No Child Left Behind (2001) mandate that all teachers be highly qualified by 2005-06 spurred an increase in alternative routes nationwide (Laczko-Kerr & Berliner, 2003). In 2007 the NCEI reported that all fifty states had alternative routes in place with a total of over 485 programs (Feistritzer). With so many alternative route programs and the number of alternatively certified teachers increasing, are these persons prepared for sustained teaching roles? If these teachers lack classroom management and pedagogical skills, what steps are school districts taking to ensure alternatively certified teachers are supported and guided during their transition into the classroom? Are building administrators providing different supports for alternatively certified teachers than are necessary for more traditionally trained personnel?

Teachers have one of the highest attrition rates of any profession (Heller, 2004). Ingersoll (2002) found that the average teacher turnover rate is nearly 13.2%. Additionally he noted that 29% of new teachers leave education within the first three

years, and nearly 40% within five years (Viadero, 2002). With a lack of evidence to support that traditionally certified teachers are more effective than alternatively certified teachers, (Constantine et al., 2009), and the need for more teachers, building administrators are hiring alternatively certified staff more frequently than ever.

The purpose of this research study is to examine the introduction, framework, and support levels alternatively certified teachers are provided in rural Southeast Missouri. The research question was answered by examining the practices of High School Principals regarding professional development, mentoring, and orientation activities for alternatively certified teachers. By analyzing results and examining current practices, the study informed current and future administrators regarding the induction of alternatively certified teachers. Further, educational support organizations such as the Southeast Regional Professional Development Center will be able to use the data to develop and present programming for educators and administrators.

Conceptual Underpinnings for the Study

The more prepared a teacher is, the more likely they are to remain in the profession. Having the ability to address curriculum development, different learning styles, classroom management, student motivation, and imparting content knowledge will lead to more confidence and, ultimately, more job satisfaction (Jorrisen, 2002). More preparation for educational processes and procedures thus leads to longer teacher retention. For alternatively certified teachers, this preparation is often considerably less than traditionally trained teachers. Shorter preparation programs, lack of field experiences, and inadequate levels of support and training during the first year of teaching often result in these teachers leaving the profession prematurely (Darling-

Hammond, 1992). Many researchers agree that professional integration during the beginning years of teaching are critical for success, and this need is multiplied for most alternatively certified teachers (Gold, 1996; Huling-Austin, 1992; Jorissen; Yee, 1990).

The No Child Left Behind Act (2001) defines highly qualified teachers as those having a bachelor's degree, being state certified or licensed to teach, and demonstrating subject competency. This broadened definition of highly qualified has allowed many personnel to enter the teaching profession without the classroom experience that traditional routes typically include. This trend fosters the need for staff development 'on-site' during the initial teaching years. Building principals are most likely to be in a position to address this need for additional training and support (Elliott, Isaacs, & Chugani, 2010). The role of the principal is diverse, and includes assignment of mentors, teaching assignments, developing climate and culture, and evaluation (Wood, 2005). New teachers have even been found to perceive their building principal as a vital link in their success (Heller, 2004). The building principal thus plays a critical role in the induction and success of new teachers, especially alternatively certified staff.

Statement of the Problem

There are many factors to consider regarding teacher induction and retention. Estimates suggest that as many as 25% of beginning teachers leave the profession within the first two years. Further estimates suggest that nearly 40% leave the profession within the first five years (Ingersoll, 2002; Gold, 1996). This attrition, combined with a national teacher shortage, retirements, class size reductions, and increased student enrollments has created a need for more teachers than ever (Jorissen, 2002). The No Child Left Behind (2001) mandate that all teachers be highly qualified by 2005-06 spurred an increase in

alternatively certified teachers nationwide (Laczko-Kerr & Berliner, 2003). With the need for teachers and an increasing number of alternatively certified applicants, school districts are faced with new considerations regarding first year teachers.

When comparing traditional teachers to alternatively certified teachers, there is little evidence to show either group as being more effective than the other group (Constantine et al., 2009; Seyfarth, 2005). There is research that suggests alternatively certified teachers have a higher attrition rate than traditionally prepared teachers (Seyfarth; Zeichner & Schulte, 2001). High quality mentoring has been shown to reduce attrition rates by as much as two-thirds for all teachers (Seyfarth).

It is important to note, many alternatively certified teachers are non-traditional in many aspects. They tend to be older, they will have more life experience, many may have raised children of their own, and some may not be entering teaching as a first choice in careers. It is important for the building administrator to recognize and respect these differences to foster success in the classroom (Heller, 2004). Conversely, administrators must not make any assumptions regarding these additional life experiences and the transition to the classroom for any first year teacher. Prior career experiences and potentially less time spent with groups of students can lead to frustration and animosity for the new teacher (Watkins, 2005).

Purpose of the Study

Little research has been done to compare induction policies to the nature and quality of programs in practice (Washburn-Moses, 2010). Consequently, further research is necessary to determine if a different approach is needed for alternatively certified teachers. The purpose of this study was to examine the practices of building principals

regarding the induction and support of alternatively certified teachers compared to that of traditionally certified teachers. Through this study, data was collected and analyzed to inform current and future principals and other educational professionals regarding improved practices for alternatively certified teacher induction.

Research Question

1. What induction supports are practicing building principals in Southeast Missouri providing for alternatively certified teachers compared to those of traditionally trained teachers?

Hypothesis

1. Building principals in Southeast Missouri provide the same induction supports for an alternatively certified teacher as they do for a first year traditionally certified teacher.

Limitations, Assumptions, and Design Controls

When comparing traditional teachers to alternatively certified teachers, there is little evidence showing either group being more effective (Constantine et al., 2009; Seyfarth, 2005). This study did not concern the effectiveness or success of an alternatively certified teacher versus a traditionally certified teacher. Rather the focus was on the induction and support practices for alternatively certified teachers, especially those provided by or through the building leadership. Several of the limitations of the study are:

- (a) The study was limited by the response rate of the identified school leaders. As the population is a defined sample, a good response rate is crucial for statistical validity (Creswell, 2003; Fink, 2006).

- (b) The study is a cross-sectional survey design with data reflecting this one point in time. Comparing survey results over time would likely be valuable, but is beyond the scope of this research.
- (c) The study assumes some experience each of the region principal's has had with alternatively certified personnel. Factors such as principal experience, size of school, mobility, and general demographics information will be collected in an attempt to control this limitation.
- (d) There are no provisions in this study to distinguish any personal experiences the building administrators have had with prior teachers. A prior negative experience could influence the focus of the research. The survey questions are therefore worded in such a manner to reflect perceptions of current practice, rather than successes or failures.
- (e) Perceptions collected in this study are those of building principals in Southeast Missouri. Comparisons to statewide or national populations may not be directly correlated.

One key assumption for the study is that each principal in the defined area has some experience with an alternatively certified teacher. To help control for the possibility that this may not be true, the survey instrument was designed to allow respondents to identify their level of experience.

Other assumptions include:

- (a) Administrators involved in the study will react to the need outlined in the survey protocol and respond in an honest fashion.

- (b) The study is not designed to separate the various program options available for alternatively certified teachers. As such, there are no controls included to guide the responses of the individual principals regarding any particular program. It is therefore assumed that the respondents will craft their responses in summary of all experiences and programs.
- (c) The study focuses specifically on building principal perceptions. Many districts may have other teachers, curriculum directors, instructional coaches, or other personnel involved in teacher induction/evaluation processes. The assumption is the building principal holds the primary responsibility to ensure the successful induction of all personnel to the building.

Definition of Key Terms

Alternative Certification. Any method of obtaining teacher licensure that is not a traditional college degree based program (Cohen-Vogel & Smith, 2007).

Highly Qualified Teacher. Under the No Child Left Behind Act, a teacher is considered to be highly qualified by; a) holding full state certification and licensure, b) holding a minimum of a bachelors degree, and c) demonstrating full subject matter competency. In Missouri, subject matter competency is demonstrated by a passing score on a Praxis II examination, or by documentation of content expertise using a High Objective Uniform State Standard of Evaluation (HOUSSE) form. (DESE, n.d.e.)

Induction. Structured programs or practices concerning the development of new teachers. These programs can include any combination of mentoring, seminars,

workshops, networking, common planning times, external supports, classroom aides, etc. and are ongoing in nature (Ingersoll & Smith, 2004; Wong, 2004).

Mentoring. "the one-to-one support of a novice or less-experienced practitioner by a more experienced practitioner, designed primarily to assist the development of the mentee's expertise and to facilitate their introduction into the culture of the [teaching] profession and into the specific local context [school]." (Hobson, Ashby, Malderez, & Tomlinson, 2009).

New Teacher: References to new teacher will include first and second year teachers new to the profession of teaching.

Reciprocity. A policy or practice through which a state deems a teacher fully qualified on the basis of a license earned in another state (Sindelar, Bishop, Gill, Connelly, & Rosenberg, 2007).

Summary

The more prepared a teacher is, the more likely he or she is to remain in the classroom (Jorrissen, 2002). Alternatively certified teachers are often less prepared in aspects such as field experience, classroom management, general pedagogy, and curriculum development. This lack of preparation often leads to teachers leaving the profession prematurely (Darling-Hammond, 1992). While not everyone should or will remain in the teaching profession, studies have shown that quality induction programs can reduce attrition rates by as much as two-thirds (Seyfarth, 2005). Increasing regulations such as the No Child Left Behind Act (2001), which requires teachers to meet more stringent qualifications, have put increased pressures on building administrators (Elliott, Isaacs, & Chugani, 2010). Increasing regulations, lower teacher retention rates,

and localized teacher shortages are forcing building administrators to consider alternatively certified applicants for teaching positions.

This study examined the practices of these building administrators and their perceptions regarding the induction of alternatively certified teachers. By examining their practices regarding supervision, mentoring, professional development, and orientation activities, patterns of expectations and barriers were highlighted. An analysis of these patterns and barriers can then be utilized by practicing administrators, educational preparation institutions, and professional support organizations to better address the needs of those entering the teaching profession through non-traditional routes.

Chapter two presents a summary of the current research and literature centered around alternative certification and general teacher induction practices. A description of the programs available in Southeast Missouri is coupled with a comparison of development programs to current practices. Finally, a more in depth examination of mentoring practices is summarized and presented in the context of alternatively certified teaching personnel.

The research question and related hypothesis are presented in chapter three. A detailed description of the population sample, the survey instrument, and the planned data analysis are outlined in the remaining sections. Further, references to attached appendices are provided to further guide the reader.

Chapter II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to outline the current body of knowledge and practices involving alternatively certified teachers and their induction into the public schools of Southeast Missouri. First, an examination of the structure and basis for the varied Alternative Teacher Certification programs will be outlined to provide background.

Second, the current literature and research will be examined regarding teacher-induction practices. This examination will include teacher induction programs in general, mentoring practices, and the role of professional development in initial teacher development. The role of the building principal in each of these areas will be outlined to further inform the process. Finally, an analysis of current literature will be presented allowing for alternate concepts and approaches.

Alternative Teacher Certification Programs

There are numerous definitions and descriptions of alternative certification programs for teachers. Much of the discussion focuses on the requirements for licensure or certification. These requirements can vary greatly depending on the state, the program, and the ending licensure. Many researchers use the term “alternative certification” to describe any method of obtaining teacher licensure that is not the traditional college degree based program (Cohen-Vogel & Smith, 2007). For the purposes of this research study, this definition will be utilized unless otherwise specified. However, it is important to highlight the variances and the purposes behind each of the specific programs. As

mentioned earlier, there are literally hundreds of different programs available nationwide (Feistritzer, 2007). The following analysis will focus on the programs currently available to educators and institutions in Southeast Missouri.

Traditional teacher certification routes typically involve a four-year bachelor degree program in a specific educational course of study. Traditionally certified teachers receive focused instruction in an area of specialty or concentration. Further, there are pedagogical based courses provided to guide the process of educating students and to introduce varied instructional methodologies. In nearly all instances, traditional programs also include field based experiences.

Missouri University Partnership

In 2000, Missouri introduced regulation 80-805.030; Innovative and Alternative Professional Education Programs, which designated the Missouri Department of Elementary and Secondary Education (DESE) to regulate alternative certification programs in the State (Heinen & Scribner, 2007). Individuals that hold a bachelor's degree in a specific content area are hired by local education agencies to teach in a similar or related field. These individuals partner with approved university or college programs to complete additional coursework in teaching methods and child development. These courses are generally completed within a two year period, during which the candidate enters the classroom and begins teaching. Upon completion of these courses, the successful completion of two years of service, a passing score on the exit exam, and recommendation from the institution, these individuals are then awarded an initial teaching certification (Department of Elementary and Secondary Education [DESE], n.d.a.).

Doctoral Certification

Potential teaching candidates that hold doctorate degrees in a content area are eligible for initial teaching certification after successfully passing a pedagogy examination. These individuals may not apply for advanced certification levels, but may renew the initial certification as often as necessary (DESE, n.d.b.).

Reciprocity

Reciprocity is the process through which states deem a teacher qualified on the basis of having earned licensure in another state (Sindelar, Bishop, Gill, Connelly, & Rosenberg, 2007). Currently Missouri allows reciprocity only if the initial licensure state has standards equal to, or greater than, those required by the Missouri Department of Elementary and Secondary Education.

Troops to Teachers

The Troops to Teachers (TTT) program is designed to allow military personnel to develop a second career in the field of education, while attempting to address teacher shortage areas. Initially established in 1994 by the Department of Defense, the Department of Education began funding and oversight of the program in 2000 (DESE, n.d.c.). Military retirees, active duty service personnel within one year of retirement, and honorably discharged service personnel with at least six years of service are eligible to apply for the program. Personnel with educational backgrounds, or experience in math, science, special education, or select vocational and technical areas, are given preference. Further, with full commitments to long term teaching in high needs areas and high needs schools, personnel can qualify for substantial monetary bonuses (Owings, Kaplan, Nunnery, Marzano, Myran, & Blackburn, 2005).

American Board for Certification of Teacher Excellence

Founded in 2001 in response to the No Child Left Behind requirement for highly qualified teachers, the American Board for Certification of Teacher Excellence (ABCTE) program is designed to allow post-bachelor degree candidates a quicker route to teacher certification (Sindelar, Bishop, Gill, Connelly, & Rosenberg, 2007). The ABCTE program was signed into law for Missouri by Governor Matt Blunt in May of 2008. Senate Bill 1066 authorized the recognition of the ABCTE program for Missouri alternative certification effective August 28, 2008. The law delineates that ABCTE certification for Missouri includes the following subject areas; English/Language Arts, Biology, Chemistry, General Science, Mathematics, Physics, and United States/World History. Elementary certification is awarded through the ABCTE program, but Missouri does not recognize it currently (Sindelar, Bishop, Gill, Connelly, & Rosenberg). ABCTE certification is not available for early childhood or special education certification. Applicants for the ABCTE program must hold a bachelor's degree with an overall grade point average of 2.5 and must complete a Missouri background check. In addition, applicants must document sixty clock hours of teaching experience through substitute teaching or similar job experiences. Perhaps the largest difference between the ABCTE program and other programs, is the requirement to complete the online training course provided by ABCTE and pass the two final exams. The exams, developed through grants from the United States Department of Education, are based on subject matter and on teaching skills (Sindelar, Bishop, Gill, Connelly, & Rosenberg). The training course and exam cost candidates an average of \$950 depending on the options chosen for study materials (American Board for Certification of Teacher Excellence (ABCTE), n.d.;

DESE, n.d.d.). A number of professional organizations, including the National Education Association, the Association for Supervision and Curriculum Development, and the National Council for Accreditation of Teacher Education have expressed opposition to the ABCTE program due to the test-based nature (Sindelar, Bishop, Gill, Connelly, & Rosenberg).

Teacher Preparation

Preparing teachers for the classroom is a crucial element of any teacher certification program. Keller, Brady, Duffy, Forgan, and Leach (2008) expand on concepts presented by Brownell, Rosenberg, Sindelar, and Smith (2004) and outline seven standards for professional preparation programs: a) the program focuses on coherent content, b) practices grounded in sound research, c) professional development based on field-based practices, d) professional development leads to certification, e) activities and expectations meet minimum standards established by relevant professional organizations, f) access to professional development is available to a diverse population, and g) professional development is applied to address imbalances in supply and demand. These seven standards will be utilized here to guide the discussion of teacher preparation and induction in both traditional and alternative certification programs.

Coherent Content

Coherent programs are defined as those which outline an organized, standards based, skill and knowledge set that promotes development of the individual (Keller et al., 2008; U.S. Department of Education, 2004). Darling-Hammond warns that many universities are providing fragmented coursework and inadequate clinical experiences (Wolk, 2011). Ferguson and Womack (1993) determined that educational coursework

accounted for a more significant variance in teaching performance than content knowledge. This concept could imply that alternatively certified teachers are less prepared to enter the classroom as most candidates have little to no educational coursework. Additionally, research has shown that classroom practices and teacher professional development had a greater influence on educational outcomes than student socioeconomic level (Wenglinsky, 2002). Teachers perform better if they complete a training program that includes theories on learning, development, motivation, and student assessment (Boe, Shin, & Cook, 2007; Laczko-Kerr & Berliner, 2003).

Grounded in Research

Academic programs are designed to connect content and practice. Performance is generally measured periodically to determine growth and to devise future planning. The reauthorization of the Higher Education Act included reporting requirements through the Title II program. This data was utilized to issue the report *Meeting the Highly Qualified Teachers Challenge: The Secretary's Annual Report of Teacher Quality*. This report suggests that teachers trained through traditional means do not meet the "highly qualified" status that No Child Left Behind demands. Further it calls for more of an emphasis on Alternative programs as a means for streamlining the process of teacher certification (Hitz, 2008).

Field Based Elements

Professional development and growth through the training programs should include real-world applications and field practice (Keller et al., 2008; Sindelar, Duanic, & Rennels, 2004). Alternative certification program leaders must learn to balance the need for "everything at once" with awareness that too much information too soon can be

overwhelming for teacher candidates. By focusing on real-world application, the candidates are better able to apply concepts and develop skills faster (Humphrey & Wechsler, 2007; USDE, 2004). Opponents argue against "on the job training" because it places underprepared personnel in classrooms. This notion is magnified in underperforming schools where mentoring and support may be limited (Humphrey & Wechsler), especially since alternatively certified teachers are more likely to teach in these challenging positions (Jorissen, 2002; U.S. Department of Education, 2002). Further, many alternatively certified teachers express fear of seeking assistance due to being viewed as incompetent or less qualified. They are also less likely to tolerate unsatisfactory working conditions due to prior career history (Jorissen). Administrators and teacher leaders must be cognizant of these feelings and ensure open lines of communication (Casey, Dunlap, Brister, & Davidson, 2011).

Certification as a Goal

The activities and materials presented through the preparation program should ultimately lead to licensure and certification. Content is often designed with the licensing requirements being considered. It is important for candidates to understand the connections between coursework, experience, and standards necessary for licensure (Keller, et al., 2008; Strawn, Fox, & Duck, 2008). Advocates for alternative certification point out that there is little conclusive evidence showing that traditionally trained teachers have more classroom success, and thus often call for the deregulation of teacher licensure and certification (Heinen & Scribner, 2007; Torff & Sessions, 2005). Proponents of deregulation suggest that certification requirements often limit applicant pools. School

administrators are in the best position to select good candidates and should not have fewer applicants to select from (Podgursky, 2005).

Professional Organization Standards

Keller, et al. (2008) suggest that preparation programs follow established standards from learned societies to obtain accreditation. In *A Nation At Risk* (1983), the National Commission on Excellence in Education called for teacher preparation programs to be judged, in part, by how well their graduates met high standards. This has led to numerous attempts at creating nation-wide standards for educators. One example is the performance based standards from the National Council for Accreditation of Teacher Education (NCATE). In the absence of such standards, there can be no trust in teaching as a profession (Hitz, 2008), nor can there be any faith in alternative certification programs (USDE, 2004). Conversely, proponents of alternative certification view certification rules and regulations as barriers that prevent potentially qualified people from becoming teachers (Humphrey & Wechsler, 2007). The ABCTE program is an example of a nation-wide attempt to unify teacher certification through alternative means under a specified set of standards. The acceptance of ABCTE licensure by different states helps ensure reciprocity for teachers (Sindelar, Bishop, et al., 2007).

Access

Alternative certification programs are presumed to attract under-represented groups to the teaching profession such as men, minorities, and more mature individuals (Humphrey & Wechsler, 2007; Keller, et al., 2008; Sindelar, et al., 2004). Zeichner & Schulte (2001) also point out that there are large benefits to the cultural and linguistic diversity that alternative certifications can allow. Proponents of Alternative programs

suggest that due to a general lack of essential and fundamental principles for teaching, licensure standards should be lessened to allow more individuals the opportunity to become teachers (Hitz, 2008). However, the U.S. Department of Education (2004) suggests recruiting widely, but being selective in candidate choice to allow these individuals to become successful teachers in the short time allowed.

Supply and Demand

Programs should be developed around anticipated shortages and weaknesses in professional areas (Keller et al., 2008). Hawley (1992) (as cited in Humphrey & Wechsler, 2007) posed the question, "Do alternative programs attract to teaching persons with needed qualities and interests who would not otherwise have become teachers?" This question remains largely unanswered as much of the research has been based on alternative teaching success rather than addressing teacher demand (Humphrey & Wechsler). The U.S. Department of Education (2004) recommends needs assessments of local service areas to assist alternative certification programs with needed directional data. However, Butcher & Kritsonis (2008) suggest that this type of thinking is based on individuals choosing employment by opportunity rather than attempting to maximize personal abilities. This "settling" by individuals for positions may have a direct, and potentially negative, impact on teacher retention. Further, teacher shortages are often localized and may or may not reflect statewide or regional data, yet are often perceived to exist even when they may not (Sindelar, Bishop, et al., 2007). For example, the report *The Study of Personnel Needs in Special Education* (2002) outlines a shortage of 12,241 special education teaching jobs. However, 33,262 special education teachers were not

fully certified in the proper manner, suggesting that quality and quantity are related issues (Carlson, Lee, Schroll, Klein, & Willig, 2002).

Further, the need to meet State regulations in specific certification areas, could be negating better teachers from being in positions simply based on credentials. Opponents of this practice often cite other professions, such as medical or legal, where a single licensure allows practice in multiple specialized areas. Again, building administrators are in the best position to make the decision regarding a teachers effectiveness, regardless of certification or specific licensure (Podgursky, 2005).

Professional Support

According to Gold (1996), "few experiences in life have such a tremendous impact on the personal and professional life of a teacher as does the first year of teaching." (p. 548; Salyer, 2003). While this quotation was not specifically directed at alternatively certified persons, the application remains relevant. As early as 1972, Berglas noted that personal assistance given by a school district to new employees was the single most important factor in building morale in first year teachers (Norton, 2005). Yet many first-year alternatively certified teachers do not receive additional help or support above what a traditionally certified teacher would receive (Laczko-Kerr & Berliner, 2003; Salyer, 2003). In some cases, this can be attributed to late hiring as districts try to fill vacancies prior to the start of the school year (Salyer). Regardless of the reason, many alternatively certified teachers lack a solid understanding of pedagogy, instructional strategies, classroom management, and adolescent development (Nagy & Wang, 2007). These deficiencies often lead to a lack of self-efficacy for these teachers, and thus, a higher likelihood of leaving the profession during the early years of their career (Elliott,

Isaacs, & Chugani, 2010). To counter this deficiency, some schools provide workshops or training programs to address these issues prior to the start of school, while others utilize formal and informal mentoring structures (Nagy & Wang; Simmons, 2005; Steadman & Simmons, 2007).

Mentoring

At least 45 states have mandated mentoring for novice teachers (Washburn-Moses, 2010). Mentor teachers can be a lifeline to a struggling first year teacher. Feistritzer (2011) found that alternatively certified teachers rated assistance by their mentors at a higher level of effectiveness than traditionally certified staff. Yet many alternatively certified teachers report not being assigned to a formal mentor (Humphrey & Wechsler, 2007; Salyer, 2003; Simmons, 2005). Others reported not being assisted by their mentors for a number of factors. Some examples of these factors included generation gaps, physical proximity, willingness to help, personality conflicts, and unclear expectations (Gordon, 2004; Salyer; Simmons; Steadman & Simmons, 2007).

In these instances, informal mentors can often be more effective (Yukl, 2006). Feistritzer (2011) reported that ninety percent of surveyed alternatively certified teachers reported other school personnel helpful compared to only twenty-two percent of formal mentors being helpful. Most schools exert little control over mentoring programs, thus relying heavily on individuals, who in turn provide an unpredictable level of support (Darling-Hammond, 2002; Humphrey & Wechsler). Not all successful teachers have the skill level to function as a quality mentor (Brock & Grady, 1998) and in any case, mentors need quality training and support themselves (Jones & Pauley, 2003). Presently, only 31 states require mentors to have formal training (Washburn-Moses, 2010). Mentors

can also be burdened by the additional guidance and support alternatively certified teachers often require. This burden can be magnified by personal feelings the mentor may have toward someone not completing a traditional route to certification (Steadman & Simmons).

Building principals are most likely to be in a position to address this need for quality support and mentoring (Roberson & Roberson, 2009). Yet, Brock and Grady reported seventy-one percent of principals studied indicated no formal mentoring program or training for mentors (1998). Elliott, Isaacs, and Chugani (2010) suggest that mentors should be matched with new teachers based on individual needs rather than being solely based on seniority or willingness. In doing so, the administrator can help facilitate the growth of individual teachers (Bernstein, 2004; Gordon, 2004; Seyfarth, 2005). Further, a quality mentor/mentee match can help with collegiality throughout the building, improving the overall school culture (Hope, 1999). It can also provide benefits to the mentor through exposure to more current emerging trends and practices (Jones & Pauley, 2003; Watkins, 2005).

It remains important that the assigned mentor be able to maintain an "evaluation-free relationship" in order to protect the working relationship between the new teacher and the mentor (Brock & Grady, 1998; Marzano, Frontier, & Livingston, 2011). Partly because of convenience, it is generally easier for a teacher to find and have access to another teacher rather than interrupting an administrator. Also, the new teacher may be reluctant to approach an administrator for fear of seeming incompetent (Hope; Seyfarth, 2005). However, many new teachers report mentors that taught different levels, different subjects, or in different schools. This disconnect led to intermittent meetings and a lack of

overall support (Heller, 2004). Consistent with this thought, teachers report the need for structured and formal mentoring programs as opposed to being based solely on questions and informal contacts (Brock & Grady).

Smith and Ingersoll (2004) studied the effects of induction activities and noted that having a mentor in one's own field was one of the most effective activities toward teacher retention. In smaller schools, this is often not feasible due to low personnel numbers, such as only having one math teacher for the High School. Gordon (2004) suggests partnering with other smaller schools or neighboring districts. In doing so, the partner school mentor can serve as the content area advisor, while someone from within the physical building would provide daily support.

Mentoring practices can be greatly varied between states, districts, and even buildings. Missouri has adopted mentoring program standards and an accompanying matrix (see Appendix A) that outline a limited program and the role of all relevant stakeholders (DESE, n.d.f). However, as with most states, these standards are not formally assessed or evaluated by outside agencies, thereby leaving implementation to the individual school districts. Without formal evaluation, some districts effectively implement mentoring programs, and others implement plans designed only to meet the minimum requirements outlined (Washburn-Moses, 2010). As such, it is difficult to examine mentoring practices in a consistent manner, while accounting for any other contributing factors.

Administrative Support

Nearly forty percent of surveyed alternatively certified teachers rated their building principal as not helpful (Feistritzer, 2011). Yet, administrative support is a key

element to any first year teacher finding success in the school environment. Given the formal evaluation tools and processes being utilized in school districts, it is easier for building principals to treat everyone the same throughout the process. However, educational background, experience, and current classroom conditions should guide the administrator. The standards for all teachers can be the same, but the focus for observation and evaluation can easily shift. It is the building principal's responsibility to ensure that each teacher is evaluated, informed, and supported based on individual needs (Ponticell & Zepeda, 2004). New teachers reported resentment toward evaluations as the only form of contact and development presented by a principal (Brock & Grady, 1998). A solid teacher induction process, supported by written policies, will allow for consistency while promoting individual growth and support (Norton, 2005).

In a survey of teachers and administrators, McKerrow found that building administrators seemed to focus on instructional processes. While only one fourth of responses from both groups expressed concerns in this area, two-thirds of administrator responses recommended actions for teachers in this area. Conversely, teachers stressed the need for developing interpersonal relationships. Administrators did not recognize these areas as important, but nearly half of the teachers surveyed described a need for administrative support, the need for reassurance of success, and general nurturing (1996; Roberson & Roberson, 2009). This could be in relation to the "isolation chamber" feeling that classrooms can have, especially on new teachers (Brock & Grady, 1998; Hope, 1999; Watkins, 2005). Meeting student needs, classroom management, confrontations with parents, and feelings of not living up to peer expectations can develop into confidence issues with new teachers. These feelings can be magnified for new teachers due to often

being assigned the most difficult classrooms (Hope). While other teachers and staff may assist with certain areas, it remains the principal's responsibility to address these areas (Brock & Grady; Roberson & Roberson, 2009; Wilson, Ireton, & Wood, 1997).

Principals tend to focus more on instructional and managerial components in their evaluations and feedback to new teachers. This incongruence suggests that administrators may be focusing their support on areas that are less important, or worse, offering solutions to problems that may not exist (McKerrow). In addition, many new teachers report induction practices centered on the start of the school year. A need exists for ongoing, full year programs that include principals, professional development, and mentor relationships (Brock & Grady; Roberson & Roberson).

The building principal should also take steps, where possible, to adjust the daily schedule to support mentor/mentee relationships. Common planning times are often cited as a benefit, allowing for the new teacher and mentor to meet frequently and informally (Jones & Pauley, 2003; Seyfarth, 2005). Other researchers stress the need for the new teacher and mentor teacher to have schedules that allow for observation of one another (Heller, 2004; Roberson & Roberson, 2009; Watkins, 2005). Currently 21 states require mentors to observe novice teachers as part of the formal induction program (Washburn-Moses, 2010). While it would likely be difficult to achieve both scenarios in most school schedules, building administrators can think creatively to develop solutions. Heller suggests using substitutes to allow for collaboration or observation. In addition, he suggests lowering the non-instructional duties of new teachers and mentors to allow them more time for formal and informal consultation. However, he also notes that if

supervisory duties are necessary, the administrator should take steps to pair the mentor with the new teacher to assist in establishing authority with the students.

Benefits to the Administrator

Aside from the obvious benefits to the building culture, the classroom environment, and student welfare and education, there are multiple benefits of teacher retention for the administrator. Recruiting and hiring teachers is an expensive task, not only in terms of money used for advertising, materials, and professional development; but also in time commitments. Further, a stable staff is more able to develop and consistently work on short and long-term improvement efforts (Hope, 1999).

Summary

In summary, three factors determine the successful induction and thus retention of a new teacher. First is basic teacher knowledge; the knowledge and skills necessary to carry out the act of teaching. The second factor is workplace conditions such as scheduling, classroom size, physical resources, and curriculum. Finally, the third factor is based on all aspects of induction; orientation, mentoring, professional development, and support. The building principal has the responsibility to monitor, control, and implement processes and procedures to ensure that these factors are optimized for teacher success (Roberson & Roberson, 2009).

The focus of chapter two is a presentation of the current literature and research centered on alternative certification for teachers and induction practices. Initially, descriptions of the various alternative certification means for the Southeast Missouri region were outlined. Following these descriptions, a standards based approach for teacher preparation programs was utilized to outline several aspects of consideration for

induction of alternatively certified teachers. Finally, a review of professional support practices, specifically formal and informal mentoring as well as administrative roles, was detailed. In particular, the role of the building principal was highlighted with potential action steps.

Chapter three outlines the research question and related hypothesis. A detailed description of the population sample including the reasoning and the justifications are outlined. Additionally, the survey instrument is described and referenced as well as the supporting documents. Finally, the planned data analysis processes are outlined in the final sections.

Chapter III

RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to examine the perceptions of practicing building principals in Southeast Missouri regarding the induction of alternatively certified teachers. The review of literature presented in Chapter 2 outlined a general shortage of studies regarding actual induction practices with alternatively certified teachers. This study attempted, within a defined population, to examine correlations between actual practice and research surrounding teacher induction and alternatively certified teachers.

This chapter contains the methodology proposed for conducting the research for this study. It begins with an outline of the problem and the purpose for the study. It further outlines the population to be studied, methods of data collection, and plans for the administration of the survey.

Problem and Purposes Overview

Preparation for educational processes and procedures are often directly related to teacher retention. For alternatively certified teachers, this preparation is often considerably less than traditionally trained teachers. Shorter preparation programs, lack of field experiences, and inadequate levels of support and training during the first years of teaching often result in these teachers leaving the profession prematurely (Darling-Hammond, 1992). Professional integration during the beginning years of teaching are critical for success, and this need is multiplied for most alternatively certified teachers (Gold, 1996; Huling-Austin, 1992; Jorissen, 2002; Yee, 1990).

The purpose of this research study was to examine the introduction, framework, and support levels alternatively certified teachers are provided in rural Southeast Missouri. These questions were answered by examining the practices of High School Principals regarding professional development, mentoring, and orientation activities for alternatively certified teachers. Through this process, the perceptions of the regions principals were compared to the practices found most effective through research in other areas.

Research Question

In order to determine the correlation between the practices of the building principal and the current body of research, the following questions were utilized.

1. What induction supports are practicing building principals in Southeast Missouri providing for alternatively certified teachers compared to those of traditionally trained teachers?

Research Hypothesis

The research hypothesis is presented as a means to measure research data against in order to summarize and draw conclusions.

1. Building principals in Southeast Missouri provide the same induction supports for an alternatively certified teacher as they do for a first year traditionally certified teacher

Population and Sample

The population represented through this study will be defined by the service area of the Southeast Regional Professional Development Center (RPDC). The RPDC is one of nine regional centers in the state and covers sixteen counties. Established by the

Missouri Department of Elementary and Secondary Education in 1994, the primary purpose of the RPDC is to support educationally relevant professional development in the service area. The center is funded through professional development funds from the State of Missouri as well as through membership and usage fees from the individual school districts. The center is located on the campus of Southeast Missouri State University in Cape Girardeau. This is the only University located within the service area and is the partner University for alternative certification programs in the area. (Southeast, n.d.a).

The service area of the Southeast RPDC is being chosen for multiple reasons. First, the State of Missouri covers a significant geographical area and has many diverse cultural and socioeconomic areas. This service area will represent a relatively consistent general population center to maintain consistency. It also allows for a reasonable population in terms of size and accessibility for the research. Second, any relevant research findings could be directly utilized by the center to plan professional development for building principals and/or alternatively certified teachers specific to the service area. Finally, the center service area represents the majority of the partner districts for alternative certification through Southeast Missouri State University. Thus, the findings could be useful and inform this program as well.

Within the Southeast RPDC service area, there are fifty-eight public high schools (see Appendix A for a map of the service area and Appendix B for a listing of counties and schools). Only public schools will be included, as the requirements and processes in private schools may vary greatly. Also, there are currently only four private high schools in the service area. Many of the districts are small and a majority of the school buildings will have one principal, however the research design allowed multiple responses from

any district as there are some that may have multiple administrators involved in teacher induction practices. There are no districts with multiple high school buildings. It is assumed that each building has one principal primarily responsible for staff evaluation and development. A single stage sampling procedure will be used, as these individuals can be easily identified and can be sampled directly (Creswell, 2003). In an effort to minimize sampling errors the sample size was the entire population.

Data Collection and Instrumentation

Upon approval from the dissertation committee, the proposal was submitted to the internal review board from the University of Missouri-Columbia. With research approval (see Appendix C) the following process was utilized.

Initial contact emails were sent to each building principal in the research area. The primary purpose of this correspondence was to notify participants about the study and to outline a need for the research itself. Further, the email notified them of the anonymity for themselves and the school district. All surveys were numbered for data collection purposes only, and to allow for follow up of non-respondents.

Principal Survey

Immediately after the initial contact letter was sent, the actual participant letter and principal survey were sent to the building administrators (see Appendix D). Each survey included a building number for identification purposes only; all results were kept in strict confidence. Completed surveys were returned in a self-addressed, stamped envelope provided by the researcher. After two weeks, a second letter was planned to remind principals of the opportunity to participate. After one additional week, a personal email or phone call was planned to allow one final week for completion of the survey.

Neither the second letter nor the personal contact was necessary due to the acceptance of the initial response rate. In total, the timeframe for data collection was three weeks.

Traditional mailings for the survey and notifications were chosen as a more reliable alternative to electronic means. School districts tend to have multiple filtering mechanisms in place for emails and other electronic communications. Thus, an emailed survey could have been shifted or rejected and rendered unavailable for completion.

Instrumentation

Survey research was the primary basis for data collection in this study. Surveys are methods of collection data used to describe, compare, or explain an individual's knowledge, preferences, values, and behaviors (Fink, 2006). The goal of this study is to report on the perceptions and behaviors of building administrators regarding the induction of alternatively certified teachers.

The survey used in this study was designed by the researcher utilizing recommended practices from Fink (2006). The survey is mixed in design with Likert scale statements, closed and open questions, and other summative scale questions. The survey is thirty-three questions in length. The survey questions were ordered from general to specific in order to not suggest responses. Demographic data is collected at the end of the survey.

A draft survey was administered in an effort to increase content validity and clarity. The survey was completed and reviewed by eight people who had either formally been building administrators or who had completed certification processes to become building administrators. As a follow up to this administration, nine questions were deleted due to lack of relevance. Seven other questions were adjusted with word or word

order changes to allow for greater clarity. The greatest adjustment was made with the addition of the comparison grid. The grid took the place of fifteen questions and seemed to provide for clarity while asking for the same information.

Data Analysis

Once the surveys were returned, three data analysis and comparison processes were completed. The data was entered into the Statistics Package for Social Studies to assist in the analysis. The first analysis was a descriptive statistics review for trends relative to the respondent's demographics, school size, etc. Second, a descriptive means analysis was used to analyze current induction practices reported by the principals. Finally, means analysis and Spearman's Rank Order Correlations were utilized to compare the practices reported by the principals to their responses regarding the induction practices of the alternatively certified teachers compared to traditionally trained teachers. Through this process, any data not correlated to this primary response statement, indicated a difference. Respondent comments were also coded utilizing a generalization series appropriate to the responses.

Summary

Chapter 3 has presented information regarding the research practices outlined for this study. The population sample was defined as the building principals currently practicing within the service area for the Southeast Regional Professional Development Center. This provides for an adequate sample size while allowing some control for demographics and cultural variances. Further, the design allows for the best information possible to assist the RPDC and Southeast Missouri State University with any relevant findings from the research.

Further, this chapter presented information on how the research survey will be distributed and the process that will be utilized for follow up contact with non-respondents as necessary. Finally, a brief discussion of the data analysis is presented. Chapter 4 will provide a full analysis of the data collected through this process leading into Chapter 5 which will outline findings from the research.

Chapter IV

ANALYSIS OF DATA

Introduction

The purpose of this study was to evaluate the induction supports provided by building principals to alternatively certified teachers compared with those from a traditional background. In doing so, the study also collected data related to the actual induction supports being provided for all teachers. This chapter is divided into four sections. First is an overview of the organization of the data collected. Second is a presentation of respondent demographic data. The third section presents information and analysis of school district induction practices in general, as well as information about the alternatively certified teachers represented by the respondent districts. Finally, an analysis of the data comparing induction practices by the building principals was outlined.

A mailed survey was sent to all High School Principals represented in the Southeast Regional Professional Development Center service area. The goal was a return rate of 50% or higher. This goal was achieved without the need for additional survey issuance. A return rate of 59% was achieved. The following sections provide a summary and description of the specific results derived from the respondent's data.

Organization of Data Analysis

The survey instrument utilized was designed by the researcher and was divided into three general sections. Each of these sections attempts to collect varied parts of information relative to the overall picture of what is happening with induction supports for alternatively certified teachers. While each section will be analyzed independently,

there are cross references that could be made. These will be addressed in the conclusions component of Chapter 5.

The first segment discussed is the respondent's demographics. The small amount of data gathered in this segment will allow for a general understanding of the background of the respondent. This segment includes information about respondents teaching experience and area of expertise, and their administrative experience. Further, the subject areas of any alternatively certified persons they have ever personally supervised is also presented.

The second section dealt with the general induction practices of the respondent school districts. This data included the principal's role compared to others in the district. It also provided for factual data regarding the number of alternatively certified teachers in each district over the past few years. Mentoring program perceptions were gathered as well as a general sense of the time the principal spends with each new teacher. Open comments were collected for general perceptions regarding alternatively certified teachers as a means of framing the information gathered in the next segment.

This third segment gathered data regarding principal practices and perceptions toward alternatively certified persons. Comments were also collected in this segment to assist in clarifying any responses. These finding and the analysis of the responses are presented in the following sections.

Presentation of Descriptive Characteristics of Respondents

All of the respondents were assumed to be High School Principals as the survey addressed. Fifty-eight High Schools Principals were approached, of these 34 (58.62%) responded. Of these respondents, four chose not to complete the demographic portion of

the survey. These were the only exclusions to the data. The most common initial teaching certification was Physical Education (26.5%) followed by Social Studies (14.7%). For a specific breakdown of these demographics, see Table 1. Based on the range of responses, the mean respondent had 10.19 years of teaching experience, 9.03 years of administrative experience, and had been an administrator in the current district for 7.39 years. See Table 2 for range data.

Table 1

Initial Teaching Certification of Respondent Principals (n=30)^a

Certification Area	n	%
Physical Education	9	30.00
Social Studies	5	16.67
Math	4	13.33
Science	3	10.00
Agriculture/Ind. Arts	3	10.00
Other ^b	3	10.00
Business	2	6.67
Foreign Language	1	3.33

Note. There were no responses for Communication Arts, Music, Special Education, or Visual Arts.

^aFour respondents chose not to complete this segment of the survey. ^b"Other" was identified as an initial certification in Elementary Education (n=3)

Table 2

Professional Experience of Respondent Principals

<i>Question</i>	<i>Low</i>	<i>High</i>	<i>Mean</i>
Total Years of teaching	4	20	10.19
Total Years of Administration	2	21	9.03
Total Years Admin In District	1	21	7.39

Note. (n=30)

Table 3

Subject Areas of Alternately Certified Teachers Supervised by Respondent Principals

<i>Certification Area</i>	<i>n</i>	<i>%</i>
Science	9	17.65
Communication Arts	7	13.73
Mathematics	6	11.76
Physical Education	6	11.76
Special Education	6	11.76
Social Studies	5	9.80
Foreign Language	4	7.84
Business	2	3.92
Music	2	3.92
Other	2	3.92
Agriculture/Ind. Arts	1	1.96
Visual Arts	1	1.96

Note. Quantities reported represent individual respondents rather than number of teachers. (n=51) Seven respondents did not complete this segment.

The most reported areas of supervised alternatively certified teachers were in the subjects of Science (17.65%) and Communication Arts (13.73%). The full breakdown was included in Table 3. There were reported alternatively certified teachers being supervised in all subject areas. It was important to note, quantities were not reported, only that the subject area had been supervised by the principal.

Induction Practices

The second segment of the survey requested data on current induction practices as well as general demographic information on new teachers for each of the respondent districts. Regarding induction practices, an overwhelming majority of the respondents reported that the building principal is the main party responsible for classroom observations, 97.06% (n=33) and for the assignment of mentor teachers, 82%, (n=28). Professional development time is provided prior to the start of the school year for all respondent districts, while additional time for first year teachers is mixed. Only one principal reported no additional time for new teachers, while a combined 82.4% (n=28) of respondents reported meeting with new teachers for 1 or 2 additional days. When asked about time spent with first year teachers, 61.8% (n=21) of the building principals reported new teachers are not required to meet formally with the principal. 17.6% (n=6) reported meeting with first year teachers once per month on average. See Table 4 for a complete reporting of the data collected regarding induction practices.

Mentor teachers are provided training by district personnel most often, 61.8% (n=21). However, principals reported that 29.4% (n=10) of the time, no formal training is provided for mentor teachers. Further, principals reported their most important factor when choosing a mentor teacher is one who is a veteran teacher with experience. A

mentor with the same planning period was reported as the least important factor. Figure 1 provides a summary of the seven factors and their rankings by principals regarding the assignment of mentor teachers. Respondents were asked to choose and rank their top 3 choices.

Table 4

Summary of Responses to Induction Questions

Question	Factors	Response Rate	Percentile ^a
1. Classroom observations for first/second year teachers are conducted by the following: (multiple responses allowed)	Building Principal	33	
	Curriculum Coordinators	4	
	Instructional coaches	-	
	Mentor teachers	5	
	New teachers	-	
	Peer teachers	1	
	2. In your district, who is most responsible for the assignment of mentor teachers?	Professional Development Committee	3
Superintendent/Central Office Personnel		1	2.94
Curriculum/Instruction Personnel		2	5.88
Building Principal		28	82.35
Teachers develop their own mentor relationships		-	-

Table 4 (continued)

Question	Factors	Response Rate	Percentile ^a
3.	Mentor teachers in my building receive training in the following manner: (multiple responses allowed)		
	Teacher Union (MSTA, MNEA, etc)	4	
	Educational Organization (MSBA, NASSP, etc.)	1	
	District provided	21	
	No formal training is required for district mentors.	10	
4.	All teachers in our district have the following number of days for professional development prior to the start of the school year.		
	0 days	-	-
	1 day	7	20.59
	2 days	21	61.76
	3 or more days	6	17.65
5.	First-year teachers are required to attend the following additional professional development days prior to the start of the school year.		
	0 days	1	2.94
	1 day	16	47.06
	2 days	12	35.29
	3 or more days	5	14.71

Table 4 (Continued)

Question	Factors	Response Rate	Percentile ^a
6.	New teachers are required to formally meet with the building principal during their first year of teaching an average of:		
	One time per week	1	2.94
	Two times per month	2	5.88
	One time per month	6	17.65
	One time per quarter	4	11.76
	New teachers are not required to meet with the Principal on a schedule	21	61.76

Note. A (-) indicates that no response was given for that particular factor.

^aPercentages were not calculated for questions that allowed for multiple responses.

n=34

Scaled scores are utilized to determine overall rankings for the mentor factors.

The corresponding scores are ranked scale scores and do not represent percentages, but instead provide a representative comparison between the six factors. Fifty percent of the respondents chose a veteran teacher with experience as the most important factor when choosing a mentor teacher. Only one respondent chose a mentor with the same planning period.

Table 5

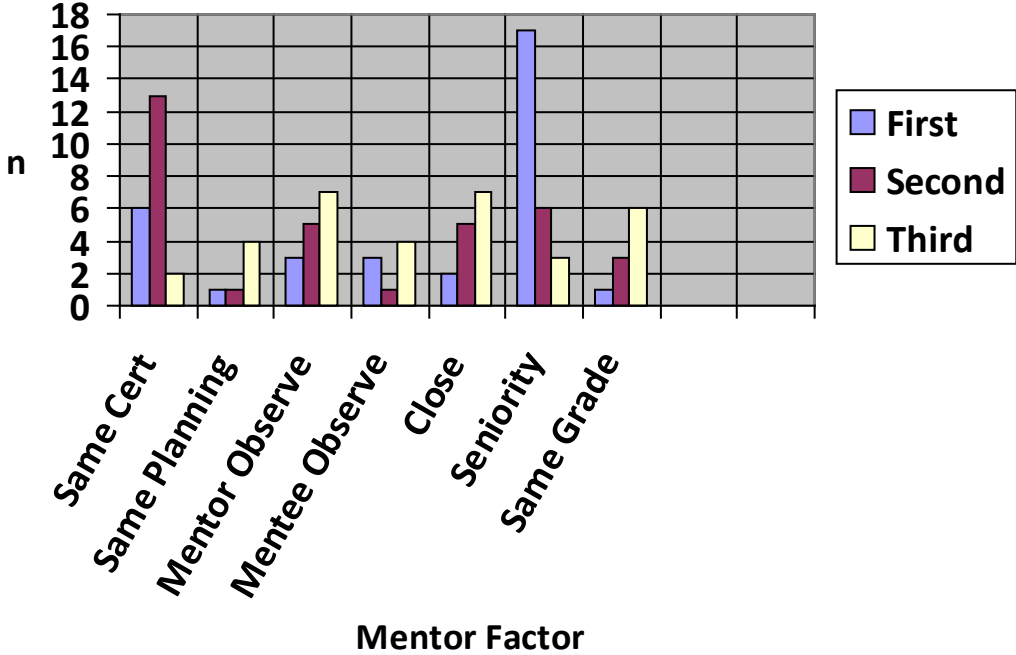
Scaled Scores for Most Important Factor When Choosing a Mentor

A mentor who is a veteran teacher with experience	66
A mentor teacher in the same certification area.	46
A mentor who is able to observe the new teacher.	26
A mentor teacher in close proximity to the new teacher	23
The new teacher being able to observe the mentor teach.	15
A mentor who teaches at the same grade level	15
A mentor with the same planning period	9

Note. Scaled scores derived from reversal of first through third choice numerical equivalents.

Figure 1:

Most Important Factors When Choosing Mentors.



Note. Responses by first, second, or third choice.
n=34

Analysis of Data

A Likert scale table was included in the survey and contained 14 questions. An analysis of the data returned by the building principals presents the following for consideration. Principals reported they do provide the same induction to alternatively certified teachers as other first year teachers with 85.3% (n=29) responding with either agree or strongly agree. See Table 6 for a descriptive analysis of the individual questions.

Table 6

Frequency Chart for Numerical Equivalences of Likert Scale Responses^a

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Mode
A1. Alternatively certified teachers are given the same induction as all other first year teachers in my district.	15	14	4	-	1.67	1
A.2 I spend more time with alternatively certified teachers than other first year teachers.	3	8	15	5	2.71	3
A3 Alternatively certified teachers need more guidance than traditional first year teachers.	5	17	11	-	2.18	2
A4 Given a choice, I would always hire a traditionally trained teacher over an alternatively certified teacher.	11	15	3	4	2.00	2
A5 Alternatively certified teachers require more professional development than traditional first year teachers.	3	15	14	1	2.39	2

Table 6 (continued)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Mode
A6 Lack of field experience requires more on the job training for alternatively certified teachers	11	16	6	-	1.85	2
A7 I spend a lot of my time on teacher induction activities for first year teachers.	3	21	9	-	2.18	2
A8 Alternatively certified teachers perform better if they have a background that involves working with children	3	23	4	2	2.16	2
A9 Alternatively certified teachers should be evaluated using the same standards as all other teachers	17	14	2	3	1.55	1
A10 The building principal is the most important factor during the first year for any teacher.	5	20	8	-	2.09	2
A11 I have arranged for struggling teachers to observe in other school districts.	3	10	15	4	2.62	3
A12 A formal mentoring program is provided by the district to all new teachers.	14	16	2	1	1.70	2
A13 We could do more in my building to support new teachers in their first two years on the job.	2	19	11	-	2.28	2
A14 I rely on my staff for the majority of the assistance new teachers require.	3	19	9	1	2.25	2

Note: A (-) indicates that no response was given for that particular factor.

^aThe mean is calculated utilizing numerical equivalents of Strongly Agree=1, Agree=2, Disagree=3, and Strongly Disagree=4.

As noted in Table 6, a lower mean score represents stronger agreement with a given statement. From this it can be noted that questions A1, A6, A9, and A12 have a mean of < 2 indicating a tendency toward agreement. Further data reduction was completed utilizing a Spearman’s Rank Order correlation comparing question A1: Alternatively certified teachers are given the same induction as all other first year teachers in my district to the other questions from this segment of the survey. Table 7 outlines the correlations found through this analysis.

Table 7
Correlations Among Likert Scale Survey Responses

	Same Induction	More Time	More Guidance	Choice Hiring	More Prof Dev	On the Job	Induction Time	Children Background	Same Evaluation	Most Important	Observe Diff School	Formal Mentoring	Could Do More	Rely on other Staff
Same Induction	-													
More Time	-.378	-												
More Guidance	-.010	.511**	-											
Choice Hiring	-.253	.278	.286	-										
More Prof Dev	.097	.266	.446**	.072	-									
On the Job	.025	-.129	.164	.103	.182	-								
Induction Time	-.148	.107	.072	-.025	-.012	.104	-							
Children Background	.155	-.142	-.230	-.095	.104	-.213	-.030	-						
Same Evaluation	.246	-.193	.070	-.020	-.213	-.213	-.030	.103	-					
Most Important	.117	.197	.138	-.112	-.030	-.030	-.030	.103	.091	-				
Observe Diff School	.174	.239	.240	.063	.103	.091	.091	.103	.091	.144	-			
Formal Mentoring	.192	-.086	-.012	.144	.091	.098	.098	.091	.091	.144	.304	-		
Could Do More	.029	-.055	.044	-.306	.098	.098	.098	.091	.091	.144	.304	.003	-	
Rely on other Staff	.158	-.178	.003	.304	.091	.091	.091	.091	.091	.144	.304	.003	.158	-

Table 7 (continued)

	Rely on other Staff	Could Do More	Formal Mentoring	Observe Diff School	Most Important	Same Evaluation	Children Background	Induction Time	
	.158	.029	.192	.174	.117	.246	.155	-.148	Same Induction
	-.178	-.055	-.086	.239	.197	-.193	-.142	.107	More Time
	.003	.044	-.012	.240	.138	.070	-.230	.072	More Guidance
	.304	-.306	.144	.063	-.112	-.020	-.095	-.025	Choice Hiring
	.091	.098	.091	.103	-.030	-.213	.104	-.012	More Prof Dev
	.066	.149	-.016	-.139	-.178	-.093	.096	-.227	On the Job
	-.328	-.062	-.321	.135	.209	-.227	-.281	-	Induction Time
	.044	.051	.204	-.322	-.149	-.034	-	-.281	Children Background
	.005	-.213	.345*	.240	.120	-	-.034	-.227	Same Evaluation
	.129	-.112	-.335	.233	-	.120	-.149	.209	Most Important
	-.275	-.467**	.136	-	.233	.240	-.322	.135	Observe Diff School
	-.196	-.332	-	.136	-.335	.345*	.204	-.321	Formal Mentoring
	.230	-	-.322	-.467**	-.112	-.213	.051	-.062	Could Do More
	-	.230	-.196	-.275	-.129	.005	-.044	-.328	Rely on other Staff

Note. The (-) indicates the same factor.

* $p < 0.05$ level (2 tailed)

** $p < 0.01$ level (2 tailed)

The results of the Spearman's Rank Order correlation indicated a strong correlation between the same induction and spending more time with alternatively certified teachers ($r_s(33) = -.378, p=.05$) and between using the same evaluation and providing formal mentoring programs ($r_s(33) = .345, p=.05$). Additionally, strong correlations were found between more guidance and more professional development ($r_s(33) = .446, p=.01$), between more time and more guidance ($r_s(33) = .511, p=.01$), and between the need to do more and observing in a different school ($r_s(33) = -.467, p=.01$).

There were only 2 questions that garnered mean return greater than 2.5. These were question A2 and A11. Question A2 addresses time spent with an alternatively certified teacher compared to the time spent with a traditional first year teacher. Sixty-five percent (n=20) of the respondents disagreed with that statement. Question A11 requested input regarding struggling teachers observing in other districts. Fifty-nine percent (n=19) of principals disagreed with that statement.

Summary

The purpose of Chapter 4 is to provide an analysis and record of the data collected during the research process. This was done through a brief review of the collection process followed by an outline of the data collected. A demographic summary of the respondents was then outlined. Data factors that were collected to show the general induction practices were then presented. Finally, a summary analysis of the data comparing the principal's responses regarding alternatively certified teachers to traditionally trained teachers was reported. Within each of these sections, a brief discussion was paired with the data tables to highlight pieces of data that were

statistically significant. Chapter 5 will present findings, conclusions, and implications based on the analyzed data and existing literature.

Chapter V

FINDINGS, CONCLUSIONS, AND IMPLICATIONS

Introduction

Chapter 5 is designed to provide closure to this research project. After a concise summary of the study, findings from the data analysis will be presented. Based on these findings and the research question being considered, conclusions will be outlined. Implications will then be suggested for change followed by potential questions for future research. A brief summary will then present an overview of the entire project for the reader.

Summary of the Study

This section provided an overview of the entire study. The problem was restated and the research question was revisited. Following a discussion of the relative context provided by the literature review, the survey process will be outlined. This section will serve as a general introduction to the findings for this study.

School districts across the country are utilizing alternatively certified teachers at an ever increasing rate. This is due in part to changes in education practice brought on by the No Child Left Behind (2001) mandate for highly qualified teachers. Further, teachers have one of the highest attrition rates of any profession (Heller, 2004). Repeated studies have found that induction support and positive professional integration in the early years of teaching are critical for success and longevity (Darling-Hammond, 1992; Gold, 1996; Huling-Austin, 1992; Jorissen, 2002; Yee, 1990). This study then seeks to explore the induction processes and support levels provided for first or second year teachers, including those certified through alternative means.

A literature review was conducted to explore the existing data surrounding alternative certification and teacher induction. While numerous studies discussed teacher induction and the need for quality induction practices, the definition and summation of these ideas is as varied as the teachers themselves. Three basic themes emerged, basic teacher knowledge, workplace conditions, and induction practices and support programs. This third area then forms the basis for this study. According to Gold (1996), “few experiences in life have such a tremendous impact on the personal and professional life of a teacher as does the first year of teaching.” (p. 548; Salyer, 2003). This quotation provides the basis for the importance of this study.

The population for this study was carefully chosen based on numerous criteria. First, was the desire to inform decision makers within the geographical area. The existence and the reputation of the Southeast Regional Professional Development Center provided such an avenue. Further, the 58 High Schools represented within the service region of the RPDC are varied in size, community makeup, and staffing. The demographics represented by the different schools provide such a variety that it is believed to reasonably represent a larger population. Finally, the service area mirrors the region served by Southeast Missouri State University (SEMO). SEMO provides the university based alternative certification processes for the regions school districts. Combining these factors provides a solid foundation for the population as defined.

The purpose of this study was to examine the practices of these building principals regarding the induction and support of alternatively certified teachers compared to that of traditionally certified teachers. Through this study, data was collected

and analyzed to inform current and future principals and other educational professionals regarding improved practices for alternatively certified teacher induction.

Research Question

1. What induction supports are practicing building principals in Southeast Missouri providing for alternatively certified teachers compared to those of traditionally trained teachers?

Hypothesis

1. Building principals in Southeast Missouri provide the same induction supports for an alternatively certified teacher as they do for a first year traditionally certified teacher.

Little research has been done to compare induction policies to actual practice (Washburn-Moses, 2010). The need was identified to discover what induction practices currently exist for all teachers. This need guided the development of the different sections of the survey. A portion of the survey was dedicated to collecting existing practices for all teachers in the service area. While these primarily allow for only descriptive statistics, the information helps provide a good frame of reference. The other section seeks to explore the induction of first or second year teachers compared to that of alternatively certified teachers. There was no attempt to measure effectiveness of induction or of the individual teacher or principal. The focus is on the actions of the principal. Of the 58 High Schools surveyed, 34 principals responded for a return rate of 58.62%.

Findings

There were three elements to the survey which will be used to guide the presentation of the findings. The first element provides a descriptive examination of the principals that responded. The second examines the reported induction practices currently in place for all teachers. The final section focuses on the specific research question in regards to induction practices reported by the principals.

Respondent Characteristics

Of the 34 respondents, 4 (12%) chose not to complete the respondent demographic section of the survey. Of the remaining 30, all categories of initial teaching certificate were reported except for communication arts, visual art, and music. Those marking the “other” category, all made comments on the survey referencing an initial elementary level teaching certificate. The range and mean data decoded from the three questions about professional experience indicate an overall group with less than 10 years administrative experience on average.

When asked about the subject areas of alternatively certified teachers that had been personally supervised, each subject area was indicated at least once. The “other” category responses were all written in as Family and Consumer Science programs. It is important to note, respondents were only asked to respond by type, not by quantity. So the numbers reported only represent the individual schools that reported, not the number of teachers. Based on the responses from the survey about the number of alternatively certified teachers hired over the past five years, it is a safe assumption that there are multiple teachers represented in at least some of the categories.

Induction Practices

Responses on mentoring programs outlined 82% of mentors are assigned by the building principal. Twenty-one principals reported a formal training program for their mentor teachers being provided by the district. Thirty of the respondents agreed that their district does provide a formal mentoring program for their new teachers. Factors for choosing mentor teachers were ranked from highest to lowest from the data collected. Overwhelmingly principals stated that the most important factor for choosing a mentor was a veteran teacher with experience. Further, the results indicate that it is nearly twice as important for a mentor to observe a mentee as it is for the mentee to observe the mentor. Having a mentor with the same planning period was reported to be the least important factor for a mentor teacher.

Alternative Compared to Traditional

Results of the survey indicate that the responding principals do provide the same induction supports to alternatively certified teachers as other first year teachers. Eighty-five percent either agreed or strongly agreed. However, when asked to compare alternatively certified teachers to traditional teachers, 41% of principals reported spending more time with alternatively certified teachers. They further reported alternatively certified teachers needing more guidance and on the job training.

At nearly a two to one ratio, principals agreed that they are the most important factor during the first year for any teacher. Conversely, at approximately the same ratio, they reported the need to do more to support new teachers, and that they rely on other staff members to provide the majority of the assistance new teachers require. A Spearman's Rank Order Correlation analysis was completed comparing the outcomes of

each of the Likert scale survey questions. The analysis revealed five correlations that were statistically significant. A lack of correlation between the responses for providing the same induction supports and the other questions provides a conflicting analysis of the research question.

The modes for two of the fourteen Likert Scale questions were computed using a numerical scale score to be three; or disagree. The mode calculation is noted due to the lack of equalization between the four categories. As an ordinal measurement the mode can often provide a more representative accounting of the data over the median. Fifty-nine percent of respondents disagreed or strongly disagreed when asked about spending more time with alternatively certified teachers. Fifty-six percent disagreed or strongly disagreed with arranging for struggling teachers to observe in other schools. This disagreement could represent an accounting of practice more so than a disagreement with the statement as educational practice.

Comments were provided through an open response section of the survey. Seven respondents reported alternatively certified teachers having good “real-world” experience and strong subject knowledge. Eleven respondents reported issues with alternatively certified teachers having issues becoming certified. This is in reference to those pursuing certification through a University partnership program. The programs are designed to be two years in length and require passing the Praxis exam for full certification. Further, 8 respondents reported some type of issues related to classroom management and instructional methods.

Conclusions

Results of this study indicate that there is a perception among principals that they are not providing any additional induction supports to alternatively certified teachers compared to those provided to traditionally trained teachers. However, there are further indications from the study that would strongly suggest that they are, as a matter of practice, providing different supports. A review of data showed that nearly all of the responding school principals were currently involved, or had been involved in the past, supervising an alternatively certified teacher. This would support the data presented by the National Center for Education Information regarding an increase in the number of alternatively certified teachers being utilized nationwide (Fesitritzer, 2011).

Research Question

1. What induction supports are practicing building principals in Southeast Missouri providing for alternatively certified teachers compared to those of traditionally trained teachers?

The responses from the surveyed principals verified the need for induction supports for alternatively certified teachers, particularly in the areas of classroom management and pedagogy. Researchers point out that many alternatively certified teachers do not receive additional help or support above what a traditional teacher would receive (Laczko-Ker & Berliner, 2003; Salyer, 2003). Conversely, respondents reported spending more time with, providing more professional development and guidance for, and, providing mentoring programs for alternatively certified teachers at a higher level than traditionally trained teachers.

Hypothesis

1. Building principals in Southeast Missouri provide the same induction supports for an alternatively certified teacher as they do for a first year traditionally certified teacher.

The data gathered during the study demonstrates a definite presence of alternatively certified teachers in the area. Although the respondents for this study reported no difference in the induction practices provided, the other data pieces collected during this process absolutely disagree. The lack of correlation between the data pieces indicates a different level of support for alternatively certified teachers compared to traditionally trained teachers.

Implications

Results of this study suggest that principals recognize that a difference exists in first year teachers trained through a traditional program versus first year teachers certified through alternative means. Numerous respondents pointed out through comment that they have had success with alternatively certified teachers. The knowledge and “real-world” experience they often bring to the classroom can prove to be very helpful to students and other faculty members. New teachers, regardless of training and certification processes, need support from their school leaders in order to have the type of first year experience that can be built on and sustained.

One of the most significant barriers to any implications this study may have is the wide variance of people involved. From personal experience, sometimes some of the most prepared, most knowledgeable, and most organized persons do not become quality educators. That being said, there are considerations that can be made to make steps

toward the greater good. The choice of population for this study was made with the plan to provide insight and data for the Regional Professional Development Center (RPDC), Southeast Missouri State University (SEMO), and the regions school leaders. For these purposes there are two main areas to address, preparation and continuing support.

In terms of preparation, there are many facets that can be explored. Preparation for the teachers could involve more intense training programs prior to the start of the year. The RPDC has held such events specific to alternatively certified personnel in recent years. All but one respondent principals reported additional days for professional development prior to the start of school for new teachers. These types of programs tend to focus on district expectations, general ideas about classroom management and differentiated instruction. These are also often blanket approaches to promote common solutions to reoccurring issues. They often lack individualism and specificity. For instance, classroom management for an agriculture shop or a chemistry lab can be very different compared to that of a social studies or language arts classroom. An even more drastic difference could be noted for pedagogical differences. Too often, we place all of our educational staff and their varied areas of content expertise into one room with one speaker who then ironically presents on differentiating instruction. A need exists to find development programs tailored to individual needs and growth.

In order to focus on these individual needs and growth requirements, then a full formal induction program should be provided. Eighty-eight percent of the respondents reported having a formal mentoring program which is an important aspect. However, these are loose terms without a closer examination of what these programs provide. Many of the school districts within the studies targeted population are smaller

schools. Many of these may only have one art teacher for the building or even the district. Many will have only one science teacher for grades 7-12. The mentoring capacity of these schools could be limited due to the inability to provide pedagogical support. The large number of respondents choosing a veteran teacher may be indicative of a systemic process rooted in tradition. This isn't necessarily wrong, but it may not reflect the changing nature of the teachers entering our buildings. Even some of the traditional bachelor degree programs are becoming more convenience based through online courses and virtual instruction. Again, this is not always a negative, but these programs often provide minimal field experience and limited pedagogical training opportunities outside of theory and research.

Regarding implications, this study does not provide a pinpointed solution. However, the study does show that administrators are devoting more resources to alternatively certified teachers. Resources tend to be limited in public education and once an investment is made in a person, it is best for the district and the individual to garner some return through positive longevity. As more and more school districts are utilizing alternatively certified teachers it is definitely an area that needs to be addressed in both practice and in administrator preparation programs.

Future Research

This study addressed a minute piece of this complex issue. Many questions and concerns still exist regarding the induction of alternatively certified teachers. As stated in the literature review, many researchers have approached the topic of effectiveness, but few have examined the actual process of induction and the role of school district leaders in such a process. In this ever increasing time of public school criticism, it is imperative

that further research be done to address some of these issues for the betterment of our schools and communities. Failure to do so could have a profound effect on future generations of students. Some of these areas for consideration include, but are not limited to:

1. What are the specific differences between the practices associated with traditionally trained teachers compared to those of alternatively certified teachers?

Identifying the specific differences could provide a foundation for pre-teaching and first year focus.

2. What are the perceptions of alternatively certified teachers on the practices reported by school leaders?

This type of study could be used to determine if the teachers are receiving what the principal's believe they are providing. This could provide insight into changes necessary for induction programs and professional development.

3. In what areas do alternatively certified teachers need induction support and development?

This research could be further focused to one area of induction such as mentoring, pedagogy, or student management as examples. Ultimately it could help answer questions regarding the length of time needed for induction practices, specifically to alternatively certified teachers. It could further examine, from the teachers perspective, what supports are actually needed.

4. Do school leaders hire alternatively certified teachers by choice or by force?

School leaders may be choosing to hire alternatively certified personnel for a number of reasons. It is possible that there are traditionally trained teachers available in quantity, but that may be lacking in certain qualities desired by school leaders. This could provide a myriad of information for teacher preparation programs.

5. Is there a change in the number of alternatively certified teachers currently practicing in the area?

Many factors could influence this accounting including budgetary constraints, teacher shortages, etc. This information could be valuable not only to teacher preparation programs, but also to school districts as they look toward staffing issues through long range planning.

6. What affect does induction have on longevity and retention of alternatively certified teachers?

School leaders could utilize data from this type of study to help make decisions regarding induction practices and staff investments. Time and efforts invested into personnel should garner some return by school districts. This study could provide information that would assist school districts in designing induction programs based on retention.

Summary

There remains a lack of research devoted to the induction of alternatively certified teachers. The main focus seems to be either on whether we should be using them at all, and if they are effective as teachers. Setting those issues aside, the fact remains that we

do have alternatively certified teachers in our school systems, and in increasing numbers. This study is an attempt to begin an examination of the induction practices from the lens of the high school principal. There is little argument regarding the importance of the building principal in the first year of any teacher. It would appear from the literature reviewed and the analysis of the data collected, that this importance is even greater for an alternatively certified teacher.

Results of the study revealed that high school principals in Southeast Missouri are providing more support for alternatively certified teachers. These supports include more professional development, more guidance, and more time. The added time spent is itself enough to warrant a closer look at these programs, as time is nearly always an issue for any building administrator. Although the principals reported providing the same induction supports for alternatively certified teachers as all other first year teachers, they negated that statement through the course of the remaining survey questions.

The schools, principals, and teachers considered in this study likely share as many differences as similarities. Finding a difference in the induction practices provided by the principals is therefore not beyond comprehension. These differences only exist as the result of the ever increasing presence of alternatively certified teachers in our school systems across the nation. Through continued research, connections can be made to ultimately allow for the best possible environment and experiences for our students.

Appendix A

Southeast Regional Professional Development Center
Service Area Map

Appendix B

Southeast Regional Professional Development Center
List of Counties and School Districts
Within Service Center

High School	Grade	Students	High School	Grade	Students
Bollinger County					
Leopold	7-12	85	Meadow Heights	7-12	258
Woodland	9-12	275	Zalma	7-12	103
Butler County					
Neelyville	7-12	299	Poplar Bluff	9-12	1364
Twin Rivers	9-12	265			
Cape Girardeau County					
Cape Girardeau	9-12	1193	Delta	7-12	137
Jackson	10-12	1144	Oak Ridge	7-12	154
Carter County					
East Carter	9-12	224	Van Buren	6-12	286
Dunklin County					
Campbell	7-12	270	Clarkton	7-12	136
Holcomb	7-12	266	Kennett	9-12	549
Malden	7-12	428	Senath-Hornersville	9-12	216
Southland	7-12	145			
Madison County					
Fredericktown	9-12	561	Marquand-Zion	7-12	68
Mississippi County					
Charleston	9-12	274	East Prairie	9-12	280
New Madrid County					
Gideon	7-12	143	New Madrid	9-12	448
Portageville	6-12	391	Risco	7-12	75
Pemiscot County					
Caruthersville	9-12	342	Cooter	7-12	182
Delta C-7	7-12	98	Hayti	7-12	352
North Pemiscot	6-12	143	South Pemiscot	7-12	293
Perry County					
Perryville	9-12	756			
Ripley County					
Doniphan	9-12	466	Naylor	7-12	179
Scott County					
Chaffee	7-12	275	Oran	7-12	178
Scott City	9-12	299	Scott County Central	7-12	178
Kelly	9-12	274	Sikeston	9-12	1002
St. Francois County					
Bismarck	7-12	229	Central	9-12	560
Farmington	9-12	1187	North St. Francois	9-12	934
West St. Francois	9-12	303			
Ste. Genevieve County					
Ste. Genevieve	9-12	618			
Stoddard County					
Advance	7-12	198	Bell City	7-12	102
Bernie	7-12	253	Bloomfield	9-12	203
Dexter	9-12	568	Puxico	9-12	306
Richland	7-12	113			
Wayne County					
Clearwater	9-12	306	Greenville	9-12	199

Appendix C

University of Missouri-Columbia
Campus Institutional Review Board
Approval Letter



Campus Institutional Review Board
University of Missouri-Columbia

485 McReynolds Hall
Columbia, MO 65211-1150
PHONE: (573) 882-9585
FAX: (573) 884-0663

October 22, 2013

Principal Investigator: Dare, Kyle W
Department: Educational Leadership

Your Application to project entitled *Alternatively Certified Teacher Induction; An Examination of Current Practice in Southeast Missouri.* was reviewed and approved by the MU Campus Institutional Review Board according to terms and conditions described below:

IRB Project Number	1209686
Initial Application Approval Date	October 22, 2013
IRB Expiration Date	October 22, 2014
Level of Review	Exempt
Project Status	Active - Open to Enrollment
Regulation	45 CFR 46.101b(2)
Risk Level	Minimal Risk

The principal investigator (PI) is responsible for all aspects and conduct of this study. The PI must comply with the following conditions of the approval:

1. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
2. All unanticipated problems, serious adverse events, and deviations must be reported to the IRB within 5 days.
3. All modifications must be IRB approved by submitting the Exempt Amendment prior to implementation unless they are intended to reduce risk.
4. All recruitment materials and methods must be approved by the IRB prior to being used.
5. The Annual Exempt Form must be submitted to the IRB for review and approval at least 30 days prior to the project expiration date.
6. Maintain all research records for a period of seven years from the project completion date.
7. Utilize the IRB stamped document informing subjects of the research and other approved research documents located within the document storage section of eIRB.

If you have any questions, please contact the Campus IRB at 573-882-9585 or umcresearchcirb@missouri.edu.

Thank you,

Charles Borduin, PhD
Campus IRB Chair

Appendix D

Principal Survey

Dear High School Principal;

I am presently a doctoral student, pursuing my Doctor of Education in Leadership and Policy Analysis, at the University of Missouri in Columbia, Missouri. As part of my doctoral work, I am conducting a study on the induction practices of High School Principals in Southeast Missouri regarding alternatively certified teachers. My research seeks to compare induction practices for alternatively certified teachers compared to those of traditionally trained teachers. I would sincerely appreciate your assistance by completing the survey and returning it in the enclosed self-addressed stamped envelope.

The survey will likely take you less than fifteen minutes to complete. There are no known risks involved with taking this survey. The surveys are numbered to allow for tracking and correlation to school demographics only. All responses will be held in strictest confidence. The responses and the identity of all respondents will be reported in a completely anonymous manner. I am seeking patterns of responses for the purpose of contributing knowledge regarding an existing educational practice in the area.

For the designed purposes of this survey, any reference to alternatively certified teacher should be taken to mean any person teaching that did not complete a traditional bachelor degree program in education.

Participation in this research project is strictly voluntary. Additionally, you may choose to end your survey responses at any time, and/or to skip any questions contained within the survey. Completion of the survey will serve as your consent to participate in the research project. Again, all responses will be held in the strictest confidence.

If you would like to contact me for any reason, including questions about the survey or interest in the results, please feel free to do so at 573-222-3762 or kdare@puxico.k12.mo.us.

Sincerely,

Kyle W. Dare

First/Second Year Teacher Induction Practices

1. Classroom observations for first/second year teachers are conducted by the following (please check all that apply)
 - a. Building Principal
 - b. Curriculum coordinators
 - c. Instructional coaches
 - d. Mentor teachers
 - e. New teachers
 - f. Peer teachers

2. In your district, who is most responsible for the assignment of mentor teachers?
 - a. Professional Development Committee
 - b. Superintendent/Central Office Personnel
 - c. Curriculum/Instruction Personnel
 - d. Building Principal
 - e. Teachers develop their own mentor relationships

3. Mentor teachers in my building receive training in the following manner: (please check all that apply)
 - a. Teacher Union (MSTA, MNEA, etc)
 - b. Educational Organization (MSBA, NASSP, etc.)
 - c. District provided
 - d. No formal training is required for district mentors.

4. All teachers in our district have the following number of days for professional development prior to the start of the school year.

a. <input type="checkbox"/> 0 days	c. <input type="checkbox"/> 2 days
b. <input type="checkbox"/> 1 day	d. <input type="checkbox"/> 3 or more days

5. First year teachers are required to attend the following additional professional development days prior to the start of the school year.

a. <input type="checkbox"/> 0 days	c. <input type="checkbox"/> 2 days
b. <input type="checkbox"/> 1 day	d. <input type="checkbox"/> 3 or more days
c.	

6. New teachers are required to formally meet with the building principal during their first year of teaching an average of:
 - a. One time per week
 - b. Two times per month
 - c. One time per month
 - d. One time per quarter
 - e. New teachers are not required to meet with the Principal on a schedule

Please select the category below that best describes your current practices and perceptions regarding first year teachers and alternatively certified teachers. Feel free to add further comment or to clarify any response.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Comment
Alternatively certified teachers are given the same induction as all other first year teachers in my district.					
I spend more time with alternatively certified teachers than other first year teachers.					
Alternatively certified teachers need more guidance than traditional first year teachers.					
Given a choice, I would always hire a traditionally trained teacher over an alternatively certified teacher.					
Alternatively certified teachers require more professional development than traditional first year teachers.					
Lack of field experience requires more on the job training for alternatively certified teachers					
I spend a lot of my time on teacher induction activities for first year teachers.					
Alternatively certified teachers perform better if they have a background that involves working with children					
Alternatively certified teachers should be evaluated using the same standards as all other teachers					

	Strongly Agree	Agree	Disagree	Strongly Disagree	Comment
The building principal is the most important factor during the first year for any teacher.					
I have arranged for struggling teachers to observe in other school districts.					
A formal mentoring program is provided by the district to all new teachers.					
We could do more in my building to support new teachers in their first two years on the job.					
I rely on my staff for the majority of the assistance new teachers require.					

Personal demographic information

1. Subject area of initial teaching certificate:

2. Total years of teaching experience (Do not include administration):

3. Total years of administration experience including the current year:_____

4. Total years of administration experience in this district (including the current year):_____

5. I have personally supervised alternatively certified teachers in the following subject areas: Please indicate with a number:

- | | | |
|--------------------------|-----------------------------|-----------------------|
| _____ Communication Arts | _____ Mathematics | _____ Science |
| _____ Social Studies | _____ Foreign Language | _____ Visual Arts |
| _____ Music (Band/Choir) | _____ Agriculture/Ind. Arts | _____ Phys. Education |
| _____ Business | _____ Special Education | _____ Other_____ |

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VITA

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Currently, Kyle resides just outside of Puxico, Missouri with his wife, a teacher at a neighboring school district, and his two children. He maintains an active role in numerous community and educational associations and organizations. He is currently serving as President of the TRENDnet distance learning consortium, and serves on the Missouri Department of Elementary and Secondary Education Commissioner's Advisory Council.