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.