

BUSINESS AND MARKETING TEACHER PREPARATION IN MISSOURI:
A STUDY OF CHARACTERISTICS AND INFLUENCING FACTORS

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A STUDY OF CHARACTERISTICS AND INFLUENCING FACTORS**

Presented by Ruthann Pierce Williams

A candidate for the degree of Doctor of Education

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BUSINESS AND MARKETING TEACHER PREPARATION IN MISSOURI:
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ABSTRACT

Given that there has been a recent movement toward alternative certification of teachers in all fields, and particular to this study, in business and marketing education, this study of traditional (TR) and alternative routes to certification (AC) sought to discover characteristics and experiences of business and marketing education teachers in Missouri in regard to their preparation for certification to teach.

This study used quantitative methodology and gathered data from an electronic survey sent to Missouri business and marketing education teachers who were granted initial certification to teach during 2001 to 2008 and for whom email addresses could be located. The data was analyzed for percentage relationships based cross-tabulated by route to certification.

The study findings discovered that there is no shortage of business and marketing teachers in Missouri, though it is possible that alternative certification practices may help create a more diverse population of teachers and may serve more hard-to-serve school districts. The AC teachers do not rate themselves as competent in content or pedagogy as highly as did the TR teachers. Both AC and TR teachers credit their work experiences and professional education courses as most influential in their success, along with their age and maturity.

The implications of the research are related to developing appropriate teacher preparation policies and practices, defining the role of secondary teacher preparation programs, and improving the overall quality of teacher preparation with appropriate training that incorporates real-world experiences, and considers the age/maturity influence for success in teaching.

CHAPTER ONE

INTRODUCTION TO THE STUDY

Across the United States, teacher shortages have created a phenomenon whereby an increasing number of teachers are receiving teacher certification through preparation routes alternative to traditional undergraduate university education programs (Darling-Hammond, 2005; Dill, 1996; Feistritzer & Chester, 2002; Haberman, 2001; Stafford, 2006). Suell and Piotrowski (2007) estimated between two and three million new teachers would be needed to fill vacancies in the United States by the 2008-2009 school year. Adding to the perceived shortage of teachers, Steadman and Simmons (2007) predict a deficit of available teachers due to the impending retirement of the baby boomer generation, a high rate of attrition in the profession, and an insufficient number of new candidates entering college teacher education programs. Increasingly, this real or perceived shortage of teachers, particularly in urban and lower performing schools and in less popular teaching disciplines such as science, mathematics, and special education, has administrators turning to the alternative certification (AC) candidates to fill teacher vacancies (Guernsey, 2005; Torff & Sessions, 2005).

The development of alternative route programs originally mirrored the demand for teachers, which was the greatest in urban populations (Feistritzer, 2005). New Jersey implemented its Provisional Teacher Certificate program in 1985; Texas began implementation of its first alternate route program in the Houston Independent School district also in 1985; and the Troops to Teachers program has been in existence since 1994 bringing former military personnel into K-12 teaching. In fact, alternative certification (AC) practices have become so prevalent in California that there are no

longer any undergraduate degree teacher education programs remaining in the California University system (Personal Communication, NBEA, April, 2008).

Further compounding administrators' efforts, criticisms of the American educational system and of traditional teacher education programs have been growing since 1957 when the Soviets launched the Sputnik satellite (Dill, 1996), with reports published in the 1960s including *The Education of American Teachers* (Conant, 1963) and *The Miseducation of American Teachers* (Koerner, 1963). In addition, the Carnegie Task Force and the Holmes Group published recommendations twenty years later charging that teacher education programs were not attracting a representative number of minority candidates, producing mediocre teacher candidates, not providing undergraduate teacher candidates with sufficient pre-service experiences, and not providing adequate experiences in their subject matter (Haberman, 1991). In support of AC practices, Haberman (1991) summarized the Carnegie Task Force and Holmes Group recommendations by asserting alternative certification programs presented an opportunity to recruit highly skilled people from the private sector who have developed real-world experiences with relevant subject matter.

In response to criticisms regarding inadequate teacher preparation and formal teacher preparation programs themselves, AC practices have evolved since the 1980s, in spite of alternative claims that, rather than teacher shortages, the problem is teacher retention due to insufficient salaries and inadequate working environments (Ingersoll, 2001; Ingersoll, 2003). Regardless of the reasons cited for shortages, alternative route programs have become major providers of new teachers (Feistritzer, 2005) and are

“having a major impact on the profile of who is coming into the teaching profession” (Feistritzer, p. 2).

As debates over alternative certification practices became more extensive during the 1980s, many arguments were undergirded by alleged teacher quality deficits. The ensuing interest in supplying quality teachers leads to an examination of the roles played by the various stakeholders responsible for teacher credentialing (Patton, 1997). Research has focused on the university’s role in the supply of quality teachers (Tucker, 2004), the state credentialing authority’s role in accountability for quality teachers (Darling-Hammond & Bransford, 2005), and the local school district’s role in support and preparation of quality teachers in their community.

Alternative certification, designed to fill positions in high-need subject areas such as science, mathematics, and special education, is becoming the prevalent means of secondary teacher preparation as well (Feistritzer & Chester, 2000). Alternative certification or licensure to teach in Missouri includes those individuals who have an earned Bachelor’s degree in a field other than teaching and who pursue teacher certification either directly through the MODESE certification office, or with an accredited university endorsement that may or may not also include pursuit of a Master’s degree in teaching or a teaching related field. Independent research has established a wide variety of arguments for alternative certification practices in science, mathematics, and special education as well as elementary schools and career education fields such as pre-engineering (Feistritzer, 2005; Podgursky, 2004; Simmons, 2005).

Alleged teacher quality deficits undergird current educational debates (Education Week, 2008; NCTQ, 2007) and there is a growing body of empirical research over the

effectiveness of AC teachers (Baird, 2005; Chappelle, 2001; Ehlert et al., 2006; Podgursky, Watson, & Monroe, 2006; Feistritzer, 2005; Suell & Protrowski, 2007; Walsh & Jacobs, 2007; Yao & Williams, 2007). Beyond providing teachers for high-need subjects and lower performing schools, Liston, Borko and Whitcomb (2008) suggest AC promises to provide better quality teachers and represent more minority populations than traditional teacher preparation routes. Ensuring the quality of the teacher workforce is crucial as a policy lever to narrow achievement gaps that currently exist along racial and economic lines. Arguably, university teacher preparation is perceived as part of the problem to be circumvented (U.S. Department of Education, 2004), and “key players shaping the policy debate and funding initiatives are working from outside Schools of Education and often outside universities altogether” (Liston, Borko & Whitcomb, 2008, p. 111).

While education for business and marketing has been a staple of American education since the beginning colonial times, the specific topics and subjects included in the broad category of business education and marketing education have evolved with the country through the early settler apprenticeships, into the industrial age, and now into the information age (Baird, 2005). Today, business remains business and is arguably one of the most prolific categories of occupations in America (Career Voyages, 2009).

Nevertheless, Missouri has experienced a shortage in the number of students enrolled in university business and marketing teacher education programs. Therefore, the demand for business and marketing teachers in Missouri clearly exceeds the number of candidates who are being prepared for teaching by traditional university programs. As a result, Missouri is also experiencing a corresponding increase in business and marketing

education teachers who are alternatively certified (MODESE, personal communication, February 4, 2009).

Historically and currently, Missouri distinguishes between business education teachers and marketing education teachers by issuing separate certifications and many teachers are becoming cross-certified in both teaching areas. Marketing education teachers take an Implementing Vocational Business Education course and the business education subject area Praxis II examination, while business education teachers, who supervise student experience programs, take Coordination of Distributive or Marketing Education and the marketing education Praxis II examination to earn dual certification. Consequently, throughout this study, business education and marketing education teachers are referred to together because the two areas are quickly becoming so interrelated as to make it difficult to disaggregate data between them.

The predicted demise of traditional undergraduate secondary teacher preparation programs continues (Baird, 2005; The Agnew Group, 2006) as “more and more observers of American higher and teacher education are concerned that the dispersal of teacher education is already a reality with every likelihood that the disengagement of teacher education from higher education will proceed” (Imig, 1997, p. 25). Yet little research has been found that explores the characteristics and traits of the new genre of teachers to discover who is motivated to enter teaching, and in particular, those coming to teach business and marketing education through alternative preparation routes to certification. This shift toward alternative certification must be examined by universities offering business and marketing education programs if they are to better serve all business and marketing education teachers entering the teaching profession.

If the teacher education profession is to accept the disappearance of traditional teacher education programs in business and marketing education, additional information is needed regarding the traits and characteristics of the AC candidates. Current AC practices put teachers in the classroom for on-the-job training with minimal professional education preparation required. According to MODESE (2008), the minimum requirements for secondary teacher certification are in the areas of Psychology of the Exceptional Child, Adolescent Behavior, Foundations of Education, Reading Techniques, and Instructional Techniques and oftentimes teacher candidates are granted temporary certification to teach while taking even these few courses. Candidates are additionally required to take a Methods of Teaching course in their content area, which is often the only content area course required. While teachers who are prepared and motivated to teach can provide a long-term solution for schools, knowing the traits and characteristics of the AC teachers who are in the classrooms can inform the development of reliable and effective preparation programs. If the AC trend is to continue to become common practice, creating flexible, non-traditional programs may be the key to fostering knowledgeable and trained teacher professionals, irrespective of their initial undergraduate college program or degree(s).

Conceptual Framework

Teacher preparation and credentialing has been a source of conflict in the political arena of America since its inception in the early colonial period. Social capital theory (SCT) (Marshall & Gerstl-Pepin, 2005) can be useful for framing this political conflict by providing a way to study the formation of social movements, such as the AC teacher preparation phenomenon, and how they can “energize groups, communities, and

networks to achieve some common good” (Marshall & Gerstl-Pepin, 2005, p. 79). Social capital theory, focusing on the social resources as connected and essential parts of an organism for educating America “for and about business” (NBEA, 2007, p. x [*sic*]), suggests that we understand the newest player at the table (Cervero & Wilson, 2006; Patton, 1997), AC teachers, who have a very different profile (Feistritzer, 2005) from traditional teachers of the past century.

In addition, the contingency theory (Bolman & Deal, 2003; Morgan, 1997), or organizational adaptation to environments, is useful to explore social capital theory further and examine characteristics of organizations related to business and marketing teacher education. The organizations, or organism, of teacher preparation involve society, government authorities, education institutions, local school districts, patrons, and students. These subsystems of the organism represent loosely coupled (Weick, 1976) environmental inputs that are inherently linked. Therefore, a systemic organism metaphor (Morgan, 1997) supports social capital theory and contingency theory and can be used to examine the characteristics of business and marketing AC teachers and their perception of specific factors contributing to their experiences and persistence to stay in teaching.

Though no particular frame or metaphor provides a complete analysis of any institution (Bolman & Deal, 2003; Morgan, 1997), the organism metaphor seems well suited to the loosely coupled organizations (Weick, 1976) involved with the system of teacher preparation and credentialing in Missouri business and marketing education. The organism metaphor uses a systemic philosophy with all related sub-systems affecting the other, and supports social capital theory, recognizing the critical interrelationships among the separate stakeholders involving trust, loyalty, security, and self confidence (Lin,

2001). Social capital theory can be useful to understand a group, or groups of groups, such as a community or nation (Fukuyama, 1999).

If research can identify common traits and characteristics in teachers entering through alternative preparation routes, the concept of isomorphism in organizational fields, as discussed in institutional theory (Meyer & Rowan, 1977; Powell & DiMaggio, 1991), can be extended to inform teacher educators and state credentialing authorities about characteristics or experiences to cultivate in teacher candidates. Whether state governments, local districts, universities, or professional accrediting bodies design and monitor preparation routes, the isomorphic nature of teacher preparation converges in a conflict of authority, accountability, and the dynamics of economic supply and demand. Mobilizing social resources from the business industry, university teacher preparation programs, state credentialing authorities, and local school district administrators, can lead to the development of social capital which, combined with human capital, can create a sense of well-being in the business and marketing education processes for the schools (Bassani, 2007). Understanding the complex web of interrelationships between the various stakeholders is essential to establishing a climate for reformational change and organizational learning to inform policy and practice in teacher preparation, and specifically in business and marketing teacher preparation.

The influential organizational groups involved in business and marketing education include university teacher preparation programs, the state department for teacher certification, and the local school districts, where each entity maintains autonomy and distinctiveness, while recognizing interdependence among and responsiveness to the other organizations (Donaldson & Kozoll, 1999). These groups can be described as

isomorphic in that no matter the particular sub-system that monitors credentialing—state authorities, university programs, or local school districts—they all end up challenged by standards and accountability versus economic supply and demand for teachers in the classroom. The relationships between the stakeholders in business and marketing education can also be viewed as social capital—the product of social relationships. School systems may view business and marketing industry professionals as social resources, however they do not represent social *capital* without mobilization (Bassani, 2007), such as that provided by professional educator training (Darling-Hammond & Bransford, 2005; Stoddart & Floden, 1996). Though the specific nature of these relationships is beyond the purview of this study, the relationships play a pivotal role in the mobilization and formation of other forms of capital, such as human capital.

The business and marketing teacher preparation system in Missouri must establish an appropriate relationship with the environment if it is to survive. In the case of the organism of teacher education, the various stakeholders, teacher educators, local school administrators, and state credentialing authorities, are parts of the structural component, while the interactions between the groups encompass the functional component. As with any organism, the parts of the system “exist as elements in a complex ecosystem” (Morgan, 1997, p. 64). Social capital is hindered when deficiencies in either structural or functional components are present; it is difficult to define the source of deficiencies in the teacher education system. However, the result is the emergence of institutional silos, with each sub-system acting with autonomy as much as possible. Bridging occurs when a primary group and a secondary group bring distinct packages of capital with them from their respective histories (Bassani, 2007). “The transformation of social resources into

social capital is not simple to delineate because humans are multidimensional and their behaviors are embedded within their unique cultural and historical contexts” (Bassani, 2007, p. 24). Therefore, it is essential to discover the characteristics of the new AC teachers to examine relationships between their characteristics and their motivation and preparedness to teach business and marketing in Missouri high schools.

Within the business and marketing education system, there is high social capital between the business industry and business and marketing teachers, with shared values among group members, creating functional efficiency (Coleman, 1990). Each sub-system, those training for business and those training for teaching, has a similar educational path in business subject content and relies on the other. Business relies on business and marketing teachers for trained employees while business and marketing teachers rely on the business industry as customers of their students and current case study that is useful for teaching. However, the structural social resources present an impediment to development of social capital, in that while industry practices business, teachers teach the concepts and theories of business. Concepts and theories are not always essential to practice business, yet practice is the best apparent avenue to financial success (or failure). So to what degree are the educational paths similar enough to render one as equivalent to the other in teacher preparation? Moreover, how much do specific characteristics and experiences, outside of formal business training, play a role in business and marketing teacher preparation?

The SCT conceptual framework, viewed through the organism metaphor, is also based on assumptions of the structural perspective (Bolman & Deal, 2003). When viewing a phenomenon through a structural frame, “organizations exist to achieve

established goals and objectives” and “increase efficiency and enhance performance through specialization.” Furthermore, any “problems and performance gaps [that] arise from structural deficiencies can be remedied through analysis and restructuring” (Bolman & Deal, 2003, p. 45). In the case of state teacher credentialing, “rules, policies, standards and standard operating procedures limit discretion and help ensure predictability and uniformity” (p. 51). This perspective provides a guiding theory for the current study due to the current practice of a one size fits all certification process. However, all organizations, including business and marketing education programs, are dependent on rapidly changing environments and technologies resulting in a much higher degree of uncertainty. This uncertain environment demands a high level of flexibility and adaptability (Bolman & Deal, 2003) which may be relevant for the population of business educators.

This study is framed by SCT to consider the conflicting needs of teacher educators, credentialing authorities, and local administrators, and how these conflicts have led to the AC phenomenon. What makes SCT particularly useful is that it acknowledges individuals as being a part of many overlapping groups (Bassani, 2007), each responding to and influencing the other as is the case in an organism. The structural frame also has implications for the system of teacher credentialing in Missouri, and illuminates the societal sub-system that always holds public education responsible for society’s ills, magnifying the complexity of the teacher preparation issue(s) (Baird, 2005).

Rationale for the Study

As reported by Feistritz (2005) in the National Center for Education Information report, *Profile of Alternative Route Teachers*, only two percent (2%) of AC teachers surveyed are teaching business and marketing subjects. However, by 2008, seven percent (7%) of all alternatively certified teachers in Missouri represent the areas of business and marketing education (MODESE, personal communication, April 17, 2009). Additionally, Feistritz identified information regarding when alternative route teachers make the choice to teach and the value they place on their preparation experiences; “the demand-for-teachers issue has gotten considerable attention in the past several years. What has received much less attention is the supply side—the dramatic changes in who wants to teach” (p. 2).

Thirty-three to forty percent (33% to 40%) of individuals who graduate from college fully certified to teach do not go into teaching, and of those who do, as many as one-half of them leave teaching within the first five years (Darling-Hammond & Sclan, 1996). Additionally, approximately 80% of teacher education graduates are young, white females who are not willing to re-locate and teach where the demand is greatest—in the inner cities and rural areas. Though these facts point to retention and the leaky bucket theory (Ingersoll, 2003) as a reason for shortages, it would be helpful to establish if the statistics for business and marketing teachers in Missouri are similar to the general population typically reported, and what characteristics and traits of business and marketing teachers may make a difference in their persistence to teach.

Due in part to limited research on the wide array of national teacher certification programs, it is difficult to compare the effectiveness of traditionally trained teachers with

alternatively trained teachers (Chappelle, 2001; Feistritzer, 2005; Suell & Protrowski, 2007; Walsh & Jacobs, 2007; Yao & Williams, 2007). While the challenges associated with teacher quality are often attributed to a “complex, overlapping systems problem” (Liston, Borko & Whitcomb, 2008, p. 114), they are also associated with economic supply and demand, preparation, and retention. Since teacher preparation is often touted as a major component of those system influences, debate about certification routes, or preparation is typically focused around teacher quality. Yet, current research does not disaggregate data by subject specific content areas (Baird, 2005; Ehlert et al., 2006).

Business and marketing education is arguably one of the original disciplines of secondary public school education, necessitated by a need to record transactions and memoranda for commerce as far back as the colonial days of America (Baird, 2005). As such, it is considered a staple of the Missouri secondary school system and plays a vital role in fulfilling state and federal standards related to information processing, communications, and personal finance (US Department of Education, 2004). Feistritzer and Chester (2000) assert there is a need for carefully designed and conducted subject specific research in this area. “Ensuring the quality profile of the teacher workforce is crucial to extend the democratic mission of public schooling to an unprecedented number of students who are more diverse than at any point in US history” (Liston, Borko & Whitcomb, 2008, p. 111).

Statement of the Problem

The original intent and purpose of alternative certification (AC) practices are to specifically meet the need for more teachers in science, mathematics, and special education (Darling-Hammond & Bransford, 2005; Feistritzer & Chester, 2000), and to

represent more minority populations (Liston, Borko & Whitcomb, 2008). However, an increasing number of business and marketing degree professionals in Missouri are also entering teaching as a profession through alternative routes to certification rather than through traditional undergraduate teacher preparation programs (M. Tanner, personal communication, June 2, 2008).

Business education and marketing education in Missouri have seen a rapid influx of business industry professionals seeking teacher certification from the state through alternative means. One university office of clinical services and certification in Missouri reported going from 12 business education candidates in 2006 to 62 pursuing teaching in 2007, representing a 517% increase in certification candidates (J. Kenney, personal communication, 2007). According to data provided by the Missouri Department of Elementary and Secondary Education (MODESE), there have been 358 business or marketing education initial certifications issued since 2001 based on an alternative route to certification, which represents approximately 18% of all business or marketing education initial certifications issued. The deluge of business and marketing industry persons turning to teaching in Missouri, particularly in light of a poor economic environment, accompanied by a high unemployment rate, leads to speculation about the motivations of business and marketing teachers entering the teaching workforce in Missouri. Additionally, the ease with which alternative certification is made available leads to inquiry about the preparedness of these teachers to teach.

The surging number of individuals seeking alternative certification to teach after earning an undergraduate degree in a field other than teaching continues as does a corresponding decline in traditional secondary teacher preparation undergraduate

programs. This phenomenon endangers the existence of quality secondary teacher preparation programs in Missouri due to a lack of enrollment numbers to support the programs. While the arguments for alternative certification practices made in current research are generally applied to all teaching fields (Ehlert et al., 2006), there is a lack of empirical data regarding the AC phenomenon for business and marketing education teachers in Missouri.

Purpose of the Study

This study investigated the current trend toward alternative credentialing in Missouri and investigated what characteristics and experiences among business and marketing teachers in Missouri may exist and how these characteristics and experiences may make a difference in teacher preparation, motivation to enter teaching, and commitment to stay in teaching. Isolating the qualities that contribute most to perceived preparation contributes valuable research that could inform policy and practices for all secondary teacher preparation programs. Therefore, the purpose of this study was to quantitatively investigate the AC phenomenon in business and marketing education in Missouri between 2001 and 2008. Secondly, this study revealed the characteristics and traits reported by the teachers and how much the AC teachers attributed their particular preparation path to their competence as a teacher and to their propensity to persist in teaching.

Research Questions

The research questions for this study were designed to discover descriptive quantitative data regarding the characteristics and traits of Missouri business and marketing education teachers and the perception of these teachers about the importance

of their preparation experiences to their motivation and perceived preparedness to teach the various categories of business and marketing subjects. Therefore, the research questions were:

1. Is the alternative certification program serving business and marketing education the way it was intended, i.e. providing teachers for high need schools with a shortage of teachers, or a more diverse population of teachers?
2. What are the preparation experiences of Missouri business and marketing education teachers who obtained teacher certification during 2001 through 2008?
3. What are the personal characteristics of Missouri business and marketing education teachers who obtained teacher certification during 2001 through 2008?
4. To what degree do Missouri business education and marketing education teachers perceive themselves prepared to teach?
5. What professional association and professional development activities are Missouri Business and Marketing education teachers involved in?
6. What motivates Missouri business and marketing education teachers to enter and persist in teaching?
7. What experiences do Missouri business and marketing education teachers believe are the most influential in their perceived success in teaching?

Limitations of the Study

Two primary limitations are evident for this study. First, the researcher in this study coordinates a traditional undergraduate business teacher education program in Missouri and provides professional education courses for in-service teachers and business individuals seeking alternative certification from the state. As such, the researcher must

be aware of biases associated with the perceived quality of teachers with, and without, a formal teacher education program and direct teacher preparation experiences, as well as the personal consequences of teacher credentialing as a potential threat to traditional programs.

There has long been a debate regarding whether teaching can truly be taught, or to what degree it involves tacit skills and abilities of which teachers themselves cannot empirically trace the origin. Therefore, a second limitation is that intrinsic motivation and tacit abilities may not be adequately captured with the instrument in this study. A third limitation in this study is the difficulty in tracking non-persistent teachers. Tracking non-persistent teachers for a study of the reasons for not staying in teaching will necessarily be left for a future study.

Delimitations of the Study

During the course of this study, it was discovered that a minimum of 14 respondents skipped survey items 21 to 39, which can only be assumed to have been due to early closure of the web browser during the survey. This is a delimitation for the study, as is the fact that the survey was administered during the last month of the school year, which could partially account for a low 20% return rate of survey participant invitations mailed out. However, perhaps the most significant delimitation was the inability to locate valid email addresses for 63% of the teachers listed by DESE as contracted in 2008. This was either due to school districts not making the information available, or the addresses that were supplied not functioning properly, or the district not recognizing the person as still employed in the district. Consequently, the approximate ratio of traditional route and alternative route certified teachers for which valid addresses were located (2:1) was only

slightly smaller than the ratio (3:1) of Missouri business and marketing education teachers granted certification during 2001-2008. However, the ratio of surveys returned and completed represented a proportionate reversal as AC to TR was now a 2:1 ratio. This ratio differentiation challenges the representative nature of the data discovered by the current study.

Definitions

Prior to April 2005, business education teachers in Missouri could be certified to teach business education in the public high school and/or certified to teach business education in the career education schools where vocational education courses and programs were housed. After that time, all business education teachers are required by DESE to add an Implementing Vocational Business Education course to their program of study granting them eligibility to teach in the vocational programs. Marketing educators were not affected by the April 2005 legislation and only have one certification designation in Missouri for teaching marketing classes, which are also considered vocational programs for state funding.

To teach in a public school in America, one has to be certified, and the only entity in the United States that can certify or license individuals to teach in public schools is the state in which one is teaching. Each state has its own certification requirements. The National Center for Education Information has endorsed the concept of alternative route to certification as any avenue or pathway that a state identifies as such, regardless of who administers it or who implements it and, since 1983, has determined that alternative certification and alternate, or alternative, routes to teacher certification are synonymous (Feistritz, 2005). For the purpose of this study, the following terms shall be defined:

Alternative Teacher Certification (AC) and Alternate, or Alternative, Route to Teacher Certification (AR): refers to a state's guidelines for alternative paths to teacher certification other than the traditional undergraduate, college-based teacher education program routes to certification. AR may include "those teacher education programs that enroll non-certified individuals with at least a bachelor's degree offering shortcuts, special assistance, or unique curricula leading to eligibility for a standard teaching credential" (Adelman, 1986, p.2).

Haberman presented a concept map of teacher preparation at a conference in 2004 where programs are represented on a continuum with traditional certification routes (TR) on one end and alternative certification routes (AC) on the opposite and partnership programs in between (Baird, 2005). For the purpose of this study, AC includes individuals who are awarded teaching certification without a traditional undergraduate education program, and may be further divided as those enrolled in a *graduate professional education program*, or those coming through MODESE credentialing with only minimal professional education coursework as their pre-service experience.

Career Certified Professional Certification (CCPC): Issued since April 2005, the CCPC is a ninety-nine year certification awarded to business education individuals who complete the required Implementing Vocational Education programs course. All business education teachers are now required to take that course and become CCPC certified.

Certification: Certification is operationally defined as the specific licensing procedures and standards set by State Boards of Education that evaluate the quality of a teacher candidate's competence in subject-area knowledge, educational methodology, teaching skills, and potential classroom management skills.

Characteristics and traits: Teacher characteristics and traits referred to in this study are intended to include the teacher's life status or stage, family influence regarding a teaching profession, educational preparations, and work experiences.

Initial professional certification (IPC): Issued since April 2005, the IPC is granted to business education teachers who are without the newly required Implementing Vocational Education programs course that is needed for teaching in career education.

Master of Arts (MAT)/ Master of Science (MS) degree: graduate degree programs consisting of professional education coursework as their pre-service experience and as required for a graduate degree and university endorsement for teacher certification in Missouri.

Missouri certification types: Missouri has a variety of certification types for business and marketing education teachers including Professional Certification 1 (PC1), Professional Certification 2 (PC2), Vocational certification 1 (V1), Vocational certification 2 (V2), Initial professional certification (IPC), and Career Certified Professional Certification (CCPC).

New Teacher Institute (NTI): career certification program for industry individuals seeking certification to teach in Missouri Career and Technical schools. No undergraduate bachelor degree is required.

Personal Characteristics: traits and attributes reported by the teachers as being relevant to their career path and choices.

Professional Certification I (PCI): Business education teachers prior to August, 2003, were awarded PCI certification to teach in the public schools. If a teacher holds a PCI certificate and does not take the required class, Implementing Vocational Education

Programs, the teacher will be restricted to only teaching keyboarding, introduction to business and business math in the school.

Professional Certification II (PCII): The PCI certificates were upgraded to PCII prior to August, 2003, when teachers became eligible to teach vocational education courses in the vocational education schools (now referred to as career and technical education schools). When the PCII certificates came up for renewal, or when teachers requested it, the PCII certificates were upgraded to the current CCPC 99 year certifications.

Relevant Experiences: formal and/or informal experiences perceived by the teachers to have played a role in their preparation for teaching.

Temporary Authorization Certificate (TAC): commonly referred to as emergency certification pending completion of minimal professional teaching coursework and in-service teaching experiences.

Traditional teacher certification route (TR): The preparation path of a teacher who completes an approved undergraduate program of study in education that leads to the state awarding standard teaching credentials will be referred to as a traditional route (TR) teacher.

Vocational certification (V1 and V2): The preparation path of a teacher who completes an approved undergraduate program of study for cooperative vocational marketing programs. Issued prior to 2005, the V1 was good for 4 years; the V2 was a lifetime certificate.

Summary

Chapter One has provided an introduction to establish the context for alternative certification being investigated in this study. The theoretical underpinnings for this study set the stage for the rationale for the study and have been offered along with a discussion of the Social Capital Theory conceptual framework. An outline of the purposes of this study prefaces the resulting research questions that are addressed, as well as a disclosure of some limitations and delimitations of the study that are perceived to be relevant. Finally, key terms are identified and described in Chapter One.

Chapter Two follows with a review of related literature for this study and the historical background of teacher credentialing in America. The history of business and marketing education is also described to provide evidence of the political and cultural environments related to teacher preparation in business and marketing education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Teacher education preparation and credentialing has been influenced by various environmental inputs since the inception of public education in America's early colonial days (Baird, 2005). The purposes of education have been debated and legislated as goals have emanated from societal responsibilities and personal growth to corporate economic necessity. Chapter Two provides a review of literature regarding the metaphors (Morgan, 1997) and lens (Bolman & Deal, 2003) supporting the Social Capital Theory (SCT) underpinnings for this study and the history of teacher credentialing in America. Additionally, the following pages specifically examine the history of business and marketing education, along with a review of a quantitative methods approach that was used to provide the descriptive data regarding the AC phenomenon in business and marketing education in Missouri.

Literature Supporting Conceptual Framework

Organizations, like organisms, must establish an appropriate relationship with the environment if they are to survive. Organizations are not discrete entities; "they do not live in isolation and are not self-sufficient. Rather they exist as elements in a complex ecosystem" (Morgan, 1997, p. 64). This is especially true of organizations that exist in turbulent and unstable times. Unlike a closed system that absolutely reacts to environmental changes, the organization viewed as a living organism is capable of adapting to its environment or changing itself internally (Morgan). Bolman and Deal

(2003) offer a variety of lenses, or frames, that can provide filters through which we can analyze organizations (e.g., structural, symbolic, human resources, and political).

Alternatively, metaphors can help us recognize organizational characteristics by drawing relationships between the familiar, known as a metaphor, and the unfamiliar, which is the organization (Morgan). Donaldson (2005a) posits that organizations cannot be exclusively one type or the other; purely “structural organizations, political organizations, or symbolic organizations *just do not exist*” (p. 3). Therefore, frames and metaphors provide an effective means of revealing partial and separate understandings and insights into organizations, while organizational theory, such as contingency theory, provides deeper understandings of the “process of organization, which takes different forms in different contexts and in different epochs, as part of a wider social process” (Morgan, p. 383).

The organism referred to in this paper is comprised of loosely coupled organizations (Weick, 1976) for teacher preparation and certification. The organizations include university programs for business teacher education, the Missouri Department of Elementary and Secondary Education (MODESE) teacher certification, and the local school districts, where each entity maintains autonomy and distinctiveness, while recognizing interdependence among and responsiveness to the other organizations (Donaldson & Kozoll, 1999). Contingency theory (Morgan, 1997) contends there is no one best way of organizing and the “appropriate form depends on the kind of task or environment with which one is dealing” (p. 44). Management must be concerned, above all else, with achieving alignments and “good fits” (p. 44). Acknowledging these tenets of contingency theory, the organizations identified in this study represent an intertwined

web of relationships that establish an environment related to teacher preparation and provide the environment in which business and marketing education programs operate.

An alternative way of viewing organizations is through the brain metaphor (Morgan, 1997), which is particularly useful for thinking about the various elements necessary in a learning organization where the organization needs to rethink management principles in ways that lay the foundation for a completely new perspective. However, a limitation of using the brain metaphor is the “problem of self-reference—of brains looking at brains” (Morgan p. 117) which challenges requisite variety as organizations become limited to the perspectives of the organization members.

Contrary to an organism that responds to its environment, Houlihan (2007) proposes that a system is designed to produce precisely what it produces; meaning that getting new input or requisite variety (Morgan, 1997; Nonaka & Takeuchi, 1995) is difficult when organizations draw only from within. Such entities inherently have limited information and processing capabilities, known as bounded rationality (Morgan) and therefore “usually have to act on the basis of incomplete information about possible courses of action and their consequences” (Morgan, p. 78). Comparatively, successful organizations in turbulent and unstable environments need creativity and new knowledge to survive, which suggests a view of organizational parts as interrelated subsystems of an organism.

Additionally, the organism metaphor is closely related to the human resource frame (Bolman & Deal, 2003) and deals with alignment and *fit* (Morgan, 1997) among and between individuals and subsystems in the organism. Organizations, to rise to their potential in today’s turbulent and unstable times, must consider human needs.

Individually, members within organizational subsystems need to feel useful and valued in the community. This sense of belonging (Larson & Ovando, 2001) is often related to the culture of an organization (Schein, 2000) and undergirds all organizational life (Preskill & Torres, 1999). Culture, and in this case teacher preparation culture, can only be changed to the extent that the desired climate is congruent with the underlying assumptions (Schein, 2000). One cannot create teamwork if the underlying assumptions are individual and competitive. Leithwood and Steinback (2000) offer a set of transformational leadership dimensions that produce desired changes and promote organizational alignment, which include identifying and articulating a vision, fostering the acceptance of group goals, providing an appropriate model, setting high performance expectations, and providing individual support and intellectual stimulation. Teacher preparation has experienced cultural changes throughout America's history, often reflecting America's cultural changes itself. These changes may be challenging the underlying assumptions about teacher preparation.

History of Teacher Credentialing in America

Education related to business dates back to the earliest days of recorded history and was necessitated by the need to track exchanges and record memoranda for commerce (Baird, 2005). An early shorthand system, the forerunner of today's cursive systems, and a double-entry method of bookkeeping, date back to the Middle Ages. Plymouth Colony hired a schoolmaster, James Morton, in 1635 to teach children to read, write, and cast accounts, which was not bookkeeping, rather more a form of arithmetic with commercial applications resembling what is now known as business math (Hosler & Meggison, 2008; Schmidt, Jennings, & Wanous, 1990; Tucker, 2004).

It was also during these early colonial times that boys were allowed to leave school early to apprentice in stores and offices to gain practical experience in commerce, bookkeeping, and business practices. By 1700, Boston and New York had become major trade centers for the colonies and there was a great demand for bookkeeping and records management. Private schools offered navigation, surveying, mathematics, and bookkeeping (Tucker, 2004). Benjamin Franklin's Academy, founded in Philadelphia in 1749, offered arithmetic; accounts; German, French, and Spanish for merchants; history of commerce; rise of manufacturers; and progress and changing seats of trade (Tucker, 2004). The Academy's main goal was to prepare students for the changing conditions of society, business, and government, and was the forerunner of the high school with practical skills. The first public high school in the United States, known as the English Classical High School for Boys, included bookkeeping in the curriculum (Daughtrey, 1965), and Massachusetts law, passed in 1827, mandated that every community of 500 or more families establish a high school and include bookkeeping as a subject (Wanous, 1957). Following the Civil War, schools soon introduced other business subjects including business correspondence and commercial law (Hosler & Meggison, 2008).

Teacher credentialing has gone from the oversight of local clergy in the American early colonial period (Angus & Mirel, 2001), to municipality control throughout the eighteenth century (Lucas, 1997), to institutional teaching seminaries, the first of which was established in 1823 in Vermont. The expansion of public common schooling persisted as the idea that the government should provide schooling for all citizens spread throughout America. Public normal schools were established in the first half of the nineteenth century to train teachers for the common schools. The common schools in the

early nineteenth century were primary grade schools and normal schools were secondary level schools designed to prepare elementary level teachers. Responsibility for credentialing of teachers moved from religious leaders to civil authorities in local communities who would evaluate subject matter and pedagogical knowledge through an examination (Angus & Mirel, 2001).

During the latter half of the nineteenth century, the rapid expansion of public secondary schooling created a need for secondary level teachers. In response, normal schools began converting to post-secondary institutions, preparing teachers for both elementary and secondary level public common schools. Meanwhile, colleges and universities began offering classes for teachers in departments of pedagogy, or normal departments (Pangburn, 1932).

To assist with commercial record keeping, Isaac Pitman published a shorthand system, followed by John Robert Gregg's system in the late nineteenth century, which became a widely taught subject in the early twentieth century schools (Hosler & Meggison, 2008). The first practical typewriter was patented in 1868 and, combined with shorthand, "provided an impetus for schools to provide training for the office occupations and eventually opened the doors for women in securing office positions" (Hosler & Meggison, 2008, p. 7).

In 1897, Michigan State Normal College was the first normal school to become a teacher's college and by the mid nineteenth century, many colleges and universities developed departments of education to train this new workforce of public school teachers (Harper, 1939). It was during the subsequent period of rapid growth of industry in the United States that private business schools, commonly referred to as "commercial

colleges”, were established. These schools remained as one of the chief agencies for teaching business subjects and the preparation of clerical workers throughout the nineteenth century (Meggison, 1989).

Professional teacher training in the first half of the twentieth century was mirrored by a decline in certification by examination. By 1937, only 20 states with large rural populations were using examinations, while the remainder relied solely on professional training (Angus & Mirel, 2001) and by the early 1950s, most states had discontinued certification by examination practices altogether (Baird, 2005).

As comprehensive high schools began to form at the beginning of the twentieth century, commercial courses moved into the secondary curriculum, with significant enrollments by 1920 (Hosler & Meggison, 2008). Most of the enrollment was in what had come to be known as *the big three*, typewriting, shorthand, and bookkeeping (Knepper, 1947). Other courses were prevalent also, such as commercial law, economic geography, office practice, and complete business training programs sequenced over a three- or four-year period (Hosler & Meggison, 2008).

The current marketing education concept was conceived by Lucinda Wyman Prince, a member of the Women’s Educational and Industrial Union in Boston in the early twentieth century, who believed sales clerks could be trained to sell and convinced W. A. Filene’s ready-to-wear store to send a few clerks to her at the Union for training in how to sell merchandise. Following this model, it was not long until a business teacher and head of the commercial education department at the Fitchburg High School in Massachusetts established the first cooperative education program in 1914 by arranging with local employers to take his seniors for a few hours a week to give them real office

experience (Nichols, 1979). The marketing education programs in Missouri public schools have followed this model also by providing students with intern work experiences in the community.

Nichols's Junior Business Training course, developed in the early 1920s, transformed from a program for those who did not complete the high school program, to an emphasis on consumer behavior such as budgeting and thrift, and a study of economic principles. These concepts, though largely neglected by the secondary schools in the 1960s and 1970s in favor of more rigorous programs to prepare students to compete in the world economy in science and math, are oddly akin to the more recent consumer movement to educate youth in personal finance concepts (MODESE, 2008).

After World War II, teacher's colleges were transformed into more comprehensive state colleges, and then into state universities (Goodlad, 1999). During this period, authority to grant teacher certification shifted from the local municipalities to the state level of government. State governments began to set standards and criteria by which teacher preparation programs would certify teachers, and state departments of education, along with professional education associations, served to standardize teacher training.

In response, teachers and professional teacher associations began to campaign for more representation in training and certification issues. The National Commission on Teacher Education and Professional Standards (NCTEP) fought for autonomy and control in the field of teaching and The National Council for Accreditation of Teacher Education (NCATE) established common national standards by which teacher education programs were accredited in 1952 (Baird, 2005).

Subsequently, during the transition from normal schools to teachers colleges, and eventually into universities with teacher education departments, teacher preparation and training began to take a secondary seat amid a vociferous debate between supporters of a liberal education and supporters of technical education, teaching skills and tasks through perfection of methods and routines (Baird, 2005). The debate was accelerated with the Soviet launch of the Sputnik satellite in the late 1950s.

Harsh criticism of the American educational system in the early 1960s, including teacher education, brought attention to the perceived condition of the schools and the teacher preparation programs. Conant (1963) reported teacher education had little value for the students according to the academic professors, while class and gender divisions also played a role in the quality of teacher preparation. A high percentage of education faculties were women, as were a majority of the student candidate teachers. Additionally, because of the relative low wages of teachers and women as compared with male-dominated professions, teacher education departments could not rely on the same level of alumni support that many other academic units enjoy (Labaree, 1992). Teacher education had to fight to maintain legitimacy among the core disciplines in arts and sciences, and began placing emphasis on research about teaching (Baird, 2005).

In his book, *The Education of American Teachers*, Conant (1963) recommended that coursework in pedagogy be scrapped in favor of extensive in-service or on-site training. Conant's proposal suggested that candidates hold a bachelor's degree and fulfill student teaching requirements in a practice-teaching situation, supervised by qualified college personnel. The state would issue the teaching certification based on the college or university endorsement. Similarly, Koerner (1963), in his book *The Miseducation of*

American Teachers, recommended shutting down teacher training colleges in favor of fifth year programs such as Harvard's Master of Arts in Teaching (MAT) program. Offering a slight variance from Conant's proposal, Koerner argued teachers should major in a subject area and then take professional education courses to satisfy the academic component of the teaching certification. This idea, though posited over forty years ago, resembles the current trend toward granting alternative certification, particularly in cases where candidates complete an advanced graduate degree program in professional education.

Federal Support

During the nineteenth century, America promoted vocational education or training as a national economic policy because a large labor force was needed to produce goods. These policies were evidenced by passage of the Morrill Act in 1862 (Gordon, 1999) which supported collegiate-level vocational education programs in agriculture, mechanical arts (engineering), and military science. The Smith-Hughes Act in 1917 provided funding for vocational education in secondary schools, which promoted the notion of vocational education as separate from academic education (Gordon, 1999).

Although the Smith-Hughes Act did not appropriate funding for business education programs, it did create a seven-member Federal Board for Vocational Education that provided for one position for business education, a position filled by Frederick G. Nichols. Nichols was an administrator for the New York City Schools, professor at Harvard University, and considered "the father of business education" because of his efforts to raise the status of business education in the American educational system (Hosler & Meggison, 2008). Nichols believed that education for retail

selling (marketing) should be placed in the business department and authored a statement published by the Federal Board for Vocational Education that “training for retail selling [will belong] in the commercial department of vocational training” (Nichols, 1979, p. 141). Business education, though considered vocational, was still not eligible for federal funding under the Smith-Hughes Act.

Federal support for vocational education continued through the mid twentieth century with a series of laws that expanded the field even further (Hosler & Meggison, 2008). The George-Reed Act of 1929 provided funding for vocational home economics and vocational agriculture education. The George-Ellzey Act of 1934 added trades and industry to the funded vocational fields. The George-Deen Act of 1936 authorized additional funding for the vocational fields and was particularly significant because distributive (marketing) occupations were recognized and funded for the first time. The 1936 Act also stipulated that students in a supported program must be employed 15 hours a week, a law that stayed in effect until the 1963 Vocational Education Act (Hosler & Meggison, 2008).

By the time the federal government passed the 1963 Vocational Education Act, private business schools had diminished in number and were no longer capable of lobbying against business education being funded at the secondary level through vocational appropriations (Hosler & Meggison, 2008). A separation developed among those who would define the objectives of business education between what should be considered vocational business education versus general business education (Hosler & Meggison, 2008). The Vocational Education Amendments of 1968 helped alleviate some of the debate and set forth a list of rigid specifications necessary to qualify for the monies

allocated (Thompson, 1973). Business courses became divided into those eligible for federal funding by meeting the specifications, and those pertaining to general business and are more suitable for the comprehensive high school. Cooperative education was included as a new category for funding in the 1968 Amendment and distributive (marketing) education remained solely within the realm of vocational education.

The 1980s

With increasing pressure from the academy to set aside the technical skills and methods of teaching in favor of an agenda for research about teaching, teacher education began to construct a science of teaching through which sound pedagogical practice could be broken down into discrete tasks (Liston & Zeichner, 1991). This began the movement to professionalize teaching (Baird, 2005). In the early 1980s, several reports were published condemning the American educational system, once again, and observed the United States was losing ground in international economic competition. These reports, including *A Nation at Risk* (1983), resulted in a movement toward teacher testing. Teachers were found by some measures to be deficient in subject competencies. As a result, the Carnegie Task Force issued *A Nation Prepared: Teachers for the Twenty-first Century* (1986), and recommended that students be admitted to a professional teacher preparation program only after they have earned a bachelor's degree in arts and sciences. At the same time, the Holmes Group report (1986) advocated for a three-tier career ladder, subject specific pedagogical training, and partnerships between university programs and local school districts.

In the meantime, the Carl D. Perkins Vocational Education Act of 1984 was passed, replacing the 1963 Act and subsequent amendments. The Perkins Act

successfully fostered increased interest and greater enrollments in business education, primarily in typewriting and distributive (marketing) education (Hosler & Meggison, 2008). By this time, technological developments had ushered in a whole new vocabulary for business educators who now demanded a changed curriculum to include topics and concepts that had never existed in the past (Drum, 1980).

The microcomputer, with its wide availability and use in the home, business, industry, government, and education, has launched us into the new century...Every discipline and level within education must deal with the advent of the small computer and the power, problems, and promise that it brings to education. (Wood, 1985, p. 72)

Dr. Goodlad of The Center for Educational Renewal (1990) called for professional training in conjunction with schools and recommended “centers of pedagogy” in higher education that would turn away from an academic reward system for research and have more autonomy within the university than traditional education departments. Though not popular with higher education administrators who view education departments as ‘cash cows’ because of high enrollment and low overhead, professional development schools have been experimented with since the early 1990s. These schools are similar to teaching hospitals where students can get hands-on experience under the supervision of working professionals (Baird, 2005). In spite of, or perhaps due to, these efforts, Imig (1997) predicted the demise of undergraduate preparation programs saying, “dispersal of TE [teacher education] is already a reality with every likelihood that the disengagement of TE from higher education will proceed” (p. 25).

The debate about teacher quality, illuminated in the 1960s with Koerner's and Conant's books, continues today (Baird, 2005; USDOE, 2002). State credentialing authorities, local district administrators, university faculty, teachers unions, and accrediting organizations have vied for control of teacher education, each accusing the other of being incapable of adequately training teachers who can prepare students for today's economic, technological, and information rich environment. Baird (2005) noted that fundamental reform of teacher education cannot come from within because the institutional system of teacher preparation has monopoly control over credentialing, creating a disincentive to change. "To those who see internally driven reform among [teacher preparation programs] as impossible, AC offers a glimmer of hope as an external stimulus for change" (Baird, 2005, p. 19).

Alternative Certification

Market forces of supply and demand, and federal attention in the mid 1980s, along with media reports announcing teacher shortages, particularly in math, science, and special education, and in hard pressed lower performing urban schools (National Center for Education Information, 2003), left a policy window for alternative certification (AC). NCEI attempts to evaluate AC programs and, consistent with the proposals by Koerner (1963) and Conant (1963) 20 years earlier, identified exemplary programs based on the following criteria (Feistritzer & Chester, 2000):

- The program has been specifically designed to recruit, prepare, and license talented individuals for teaching that already have at least a bachelor's degree.
- Candidates for these programs pass a rigorous screening process, such as passing tests, interviews, and demonstrated mastery of content.

- The programs are field-based.
- The programs include coursework or equivalent experiences in professional education studies before and while teaching.
- Candidates for teaching work closely with trained mentor teachers.
- Candidates must meet high performance standards for completion of the programs.

These program characteristics are echoed by Honawar (2006) who asserted effective AC programs exhibit five core features: (1) well-integrated coursework that links subject matter and pedagogical knowledge; (2) carefully designed, intensive, well-supervised clinical experiences that last at least 6-12 months; (3) active teacher education pedagogy that promotes reflection, modeling, and discussion; (4) coaching and mentoring; and (5) teacher assessment based on well-articulated standards. However, these rudiments of exemplary programs do not address the characteristics of potential candidates that are desirable and may be discovered by focusing on individual candidate traits. Nor do they address the current trend of placing AC teachers in the classroom who may not have mastered the wide array of subjects to be taught, specifically those included in business and marketing education, nor the trend to place adults who are accustomed to employment, and for financial reasons must begin teaching immediately with or without professional education studies (Darling-Hammond & Bransford, 2005; Steadman & Simmons, 2007).

Career Education

Business education programs were an integral part of schools of business at the college and university level up through the 1950s (Tucker, 2004). However, two major

blows were dealt to the profession. First, the American Assembly of Collegiate Schools of Business (AACSB) issued a list of recommendations for schools of business moving away from practical training in business in favor of a more systematic study of the business environment, placing greater emphasis on finance, marketing, mathematics, economics, and the behavioral sciences (Bartholome, 1997; Tucker, 2004). A second major blow to business education came in the mid 1980s with the release of *A Nation at Risk* (Bartholome, 1997). The findings of that report recommended strengthening liberal education in the public schools and placing more emphasis on college preparation courses. This meant reduced enrollment in practical education courses.

However, the Carl D. Perkins Vocational and Applied Technology Act, signed in 1990, amended the Perkins Act of 1984 and “indicated Congressional interest in both academic and career and technical skills to prepare for work in a global society” (Hosler & Meggison, 2008, p. 14). Vocational programs began changing their name to Career and Technical education in an effort to re-define the educational mission of being education for all students rather than a few specific job categories. The more recent amendments signed in 1998, 2006, and 2008 used the new term *career and technical education* instead of *vocational education* throughout, and call for career and technical education students to meet challenging academic standards. The premise of these later amendments increased focus on the academic achievement of career and technical education students, and established a policy for partnership connections between secondary and postsecondary education (U.S. Department of Education, 2007).

Business education has changed from a discipline to train workers for commerce, to an expanded set of occupation specific skills for the office in the industrial age, to

currently embracing modern technologies of work in an information age. The National Standards for Business Education (NBEA, 2007) define business education in the following statement: "...education for and about business offers students the opportunity to master the fundamental knowledge and skills needed to succeed in business—wherever in the world it is conducted—and more importantly, an equal opportunity to succeed in life" (p. x [*sic*]). Hosler and Meggison (2008) wrap up a review of business education history in the NBEA 2008 Yearbook stating, "nevertheless, even though transformations will occur in course content and delivery methods, the dual objectives of providing education for occupational competence and economic efficiency have always been and will continue to define the parameters of business education" (p. 16).

Business Teacher Preparation

Business teachers, prior to the twentieth century, secured their training through practical office work experience on the job, through the private business schools, or through self-instruction. By 1923, 37 schools had started courses for training commercial teachers, including schools in Massachusetts, Wisconsin, New York, New Jersey, and Connecticut (Hosler & Meggison, 2008). These programs became somewhat standardized and schools began to develop curriculum with a balance of requirements in general education, business content, pedagogy of teaching, and specialized business education methods courses. This balance of requirements between subject content and pedagogy is deemed important by the National Board for Professional Teaching Standards which state "knowledge of subject matter is not synonymous with knowledge of how to reveal content to students so they may build it into their systems of thinking. Accomplished teachers possess what is sometimes called pedagogical knowledge...Such

understanding is the joint product of wisdom about teaching, learning, students, and content” (Camp & Heath-Camp, 2007, p. 18).

By the mid-1960s, amid intense criticism of the American educational system, including teacher preparation, more than 400 collegiate institutions were offering programs of business teacher education. Since the 1980s, however, over half of these programs have been eliminated due to declining enrollments, lack of administrative support, and pressures from outside accrediting agencies (Hosler & Meggison, 2008). In 2007, there were only 88 programs associated with the National Association for Business Teacher Education (NABTE) and another approximately 96 smaller programs not affiliated with NABTE that offer similar preparation (Moore, 2007).

A review of business teacher preparation provided by Judith Lambrecht (2009) to the Answers.com web reference database states that work experience has been considered an essential part of business education teacher preparation and is frequently required for career and technical education license. “However, work experience is not generally required for graduation from business teacher education programs” and “opinions about the value of work experience is mixed” (p. 1).

Credentialing and the Political Agenda

While national policymakers increased pressure to make schools and teachers more accountable for student achievement (Darling-Hammond & Sykes, 2003; Suell & Piotrowski, 2006), they also contradicted these mandates and urged states to ease requirements for certification to teach and remove barriers to those wishing to enter the teaching profession without conventional instruction in pedagogy from teacher-training institutions of higher education (Steadman & Simmons, 2007). Haberman (1991) has

been a strong advocate for the development of alternative certification programs, as are the Thomas B. Fordham foundation, The Heritage Foundation, The Pioneer Institute, and The Manhattan Institute. Proponents of the deregulation agenda view the traditional system as an obstacle to attracting the best and brightest to teaching and call for restructuring teacher education institutions and expanding alternative routes with tests as the principle gatekeeper for the profession (Baird, 2005; Ballou, 2003; Finn, 2008; Podgursky, 2004). Stoddart and Floden (1996) asserted that mastery of subject matter yields quality teaching; teaching is best learned on the job; and older, mid-career professionals make better teachers than those fresh out of college. Verbal ability and content knowledge are said to be the keys to effective teaching (Baird, 2005) and are attributes gained outside a formal professional education program containing teaching pedagogy.

By contrast, there is an active professionalism agenda led by Dr. Linda Darling-Hammond, the National Commission on Teaching and America's Future, the National Collegiate Association of Teacher Education (NCATE), the Carnegie Corporation, the Ford Foundation, DeWitt Wallace Reader's Digest Fund, and many others, who contend that teachers need pedagogical coursework and supervised practical training (Baird, 2005; Rotherham & Mead, 2003). However, federal policy indicates strong support for the deregulation agenda, and by definition, AC pathways for teachers, as evidenced by several programs such as Troops to Teachers, American Board for Certification of Teacher Excellence (ABCTE), The Passport System for New Teachers, and Master Teacher Certification (Baird, 2005).

The United States Department of Education's Michael Petrilli urged states and districts to streamline their certification systems and remove the hurdles placed before qualified non-traditional candidates (USDOE, 2002). According to a printed statement in the 2002 U. S. Department of Education report, *Meeting the Highly Qualified Teachers Challenge*, in a section entitled *Alternative Routes to Certification: A Model for the Future*, "traditional teacher-training programs do not necessarily produce graduates with superior teaching skills, while imposing significant costs and challenges on prospective teachers" (p. 19). Alternative certification proponents argue a streamlined certification process and high academic standards go hand-in-hand with the standards-based reforms (i.e. accountability) being applied to schools primarily through the federal No Child Left Behind (NCLB) legislation (Baird, 2005), which calls for teachers who are *highly qualified* in their subjects. Feistritz and Chester (2002) further clarified that provisions of the NCLB legislation specifically provide for establishing programs that recruit professionals from other fields and for providing alternative certification programs within the states.

Alternative route programs, begun in the 1980s by New Jersey, Texas, and California "as a way to both ward off projected shortages of teachers and eliminate the alarming increase of emergency certificates, have grown rapidly and now account for a third or more of all teachers certified" (Feistritz, 2005, p. 2). "The primary reason for this development is that alternative routes to teacher certification are one of the few truly market-driven phenomena in American education" (p. 2), complementing the increasingly market-like behavior (academic capitalism) among colleges resulting from

the movement for globalization and availability in higher education (Slaughter & Leslie, 1997; Baird, 2005).

Availability and ease to career paths is predominant in American education today. Therefore, a market theory of economic supply and demand may seem appropriate (Slaughter & Leslie, 1997; Baird, 2005) as universities are “forced to survive in a more competitive marketplace” (Baird, 2005, p. 36). Indeed, if traditional undergraduate teacher preparation programs are to survive, “attendance at a [university program] would have to demonstrate a level of quality and prestige that would attract students convinced that their certification would be more marketable than those from other routes or degree programs” (p. 36). There is a questionable assumption with this theory “that there will be enough of a salary differential to justify choosing an elite program” (p. 36).

Compounding the teacher supply issue in respect to business and marketing teacher education, the skills necessary to teach business and marketing education classes are the same skills sought by business and industry. However, the distribution of resources for employment is very different with education being government funded for the most part and business, on the other hand, being limited only by its ability to generate revenue. Therefore, there is a huge differential between what education is able to pay employees for specialized skills and what business can afford as compensation for a very similar pool of skilled workers (Tucker, 2004).

Impact of AC on Student Achievement

Studies comparing the efficacy of teacher credentialing routes thus far have found positive, negative, and mixed results (Darling-Hammond, 2001; Downing, Nickens, & Yao, 2007; Steadman & Simmons, 2007; Walsh & Podgursky, 2001). Alternative

program research is inconclusive and contradictory, according to Miller, McKenna, and McKenna (1998), who point to too many methodologies being used to study a variety of outcome variables using a variety of operational definitions. Additionally, the comparisons drawn are often between non-equivalent groups.

Inconsistencies are numerous between multiple programs across the United States that may or may not be operated by a college or university, and that may or may not include intensive, well supervised clinical experiences of a sufficient length to acculturate teacher candidates to the profession and best practices for student achievement (Boyd, et al., 2007). In fact, some are convinced that because alternative certification programs vary so extremely in their requirements, all of them cannot possibly be producing highly qualified teachers (Baines, 2006). This argument is supported by a large-scale, longitudinal study finding uncertified and alternatively certified teachers to have a deleterious effect on student achievement (Darling-Hammond et al, 2005).

The impact of AC on student learning will continue to be debated. Regardless of the impact, the pervasiveness of the phenomenon reinforces the need to learn about the traits and characteristics of the individuals choosing this route. Nationwide, there has been a remarkable increase of individuals issued certificates to teach through alternate routes since 1998, going from 6,028 individuals to over 60,000 by 2006 (National Center for Teacher Certification, 2006). In Missouri that number went from 28 in 2001 to 194 in 2005. According to the National Center for Alternative Certification (2006), Missouri certification to teach business or marketing education requires:

- Bachelor's degree from an accredited institution of higher education

- Minimum grade point average – 2.5 on 4.0 scale
- Interview
- Background check
- Obtain employment as a teacher
- Other – The candidate shall enter into a four-party contract with the recommending institution, the employing school district and the Department of Elementary and Secondary Education.

Additionally, the state by state analysis reports that “some institutions for higher education in Missouri have been granted approval by the Missouri Department of Elementary and Secondary Education (MODESE) to operate alternative programs for teacher certification. These programs are designed for non-traditional students seeking certification in critical need areas” (National Center for Alternative Certification, 2006).

However, individuals may also apply directly to MODESE for certification with a Temporary Authorization Certificate, commonly referred to as an emergency certificate. This certification does not require university endorsement but does not allow for interstate reciprocity of certification to teach. An additional requirement for certification of all teachers, as published by MODESE, is passing the subject appropriate Praxis II examination.

Summary

Chapter Two has provided a review of related literature including the theoretical underpinnings for this study and the historical background of teacher credentialing in America. The history of business and marketing education is also described to provide evidence of the political and cultural environments related to teacher preparation in

business and marketing education. A quantitative methods approach was used to provide the descriptive data regarding the AC phenomenon in business and marketing education in Missouri and is described in Chapter Three that follows.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Researching the alternative certification (AC) phenomenon as it relates to business education and marketing education in Missouri revealed the pervasiveness of the phenomenon and relevant characteristics, traits, and experiences of those teachers certified between 2001 and 2008. To investigate this phenomenon, a quantitative research design was applied to describe and summarize descriptive data (Field, 2005), and to investigate data disaggregated between three routes to certification: traditional undergraduate program, alternative route with a university graduate degree program in education, and alternative state certification based on minimal professional education courses with a passing score on the relevant Praxis II examination.

The following sections include the statement of the problem, purpose of the study, research questions, the research design and overview of the methodology, data collection and analysis, instrumentation, and a chapter summary.

Statement of the Problem

The original intent and purpose of alternative certification (AC) practices are to specifically meet the need for more teachers in science, mathematics, and special education (Darling-Hammond & Bransford, 2005; Feistritzer & Chester, 2000), and to represent more minority populations (Liston, Borko & Whitcomb, 2008). However, an increasing number of business and marketing degree professionals in Missouri are also entering teaching as a profession through alternative routes to certification rather than through traditional undergraduate teacher preparation programs (MODESE, 2008).

According to data provided by the Missouri Department of Elementary and Secondary Education (MODESE), there have been 358 business or marketing education initial certifications issued since 2001 based on an alternative route to certification, which represents approximately 18% of all business or marketing education initial certifications issued. The deluge of business and marketing industry persons turning to teaching in Missouri, particularly in light of a poor economic environment, accompanied by a high unemployment rate, leads to speculation about the motivations of business and marketing teachers entering the teaching workforce in Missouri. Additionally, the ease with which alternative certification is made available leads to inquiry about the preparedness of these teachers to teach.

Another consideration regarding the surging number of individuals seeking alternative certification to teach after earning an undergraduate degree in a field other than teaching is the corresponding decline in traditional secondary teacher preparation undergraduate programs. This phenomenon endangers the existence of quality secondary teacher preparation programs in Missouri due to a lack of enrollment numbers to support the programs.

Purpose of the Study

While the arguments for alternative certification practices made in current research are generally applied to all teaching fields (Ehlert et al., 2006), there is a lack of empirical data regarding the AC phenomenon for business and marketing education teachers in Missouri. Therefore, the purpose of this study was to quantitatively investigate the AC phenomenon in business and marketing education in Missouri between 2001 and 2008. In addition, this study revealed the characteristics and traits

reported by the teachers and how much the AC teachers attributed their particular preparation path to their competence as a teacher and to their propensity to persist in teaching.

Methods

A quantitative methods approach was used to provide the descriptive data regarding the AC phenomenon in business and marketing education in Missouri and is described in Chapter Three. The data were analyzed collectively by mean percentages of responses and disaggregated by the traditional preparation route and the alternative routes to teacher certification. The disaggregated data were then combined, when appropriate, to discover trends for the two major categories, traditional and alternative route to certification.

Research Questions

The research questions for this study were designed to discover descriptive quantitative data regarding the characteristics and traits of Missouri business and marketing education teachers and the perception of these teachers about the importance of their preparation experiences to their motivation and perceived preparedness to teach the various categories of business and marketing subjects. Therefore, the research questions were:

1. Is the alternative certification program serving business and marketing education the way it was intended, i.e. providing teachers for high need schools with a shortage of teachers, or a more diverse population of teachers?
2. What are the preparation experiences of Missouri business and marketing education teachers who obtained teacher certification during 2001 through 2008?

3. What are the personal characteristics of Missouri business and marketing education teachers who obtained teacher certification during 2001 through 2008?
4. To what degree do Missouri business education and marketing education teachers perceive themselves prepared to teach?
5. What professional association and professional development activities are Missouri Business and Marketing education teachers involved in?
6. What motivates Missouri business and marketing education teachers to enter and persist in teaching?
7. What experiences do Missouri business and marketing education teachers believe are the most influential in their perceived success in teaching?

Population and Sample

Missouri Department of Elementary and Secondary Education (MODESE) data discovered 2,381 business or marketing education certificates were issued during 2001 to 2008. Many of the certifications were issued to practicing teachers who added certification levels to include dual certifications in business *and* marketing, or business education teachers certified prior to 2005, that needed to renew their certification and add the vocational certification requirement to teach in career and technical education centers. Teachers certified prior to 2005 were required to add the vocational certification upon renewal of their business education certification, while teachers certified after 2005 were automatically certified to teach in the career and technical education centers. In an effort to gain a non-duplicated list of teachers, an attempt was made by the researcher to remove multiple names of teachers who had applied for certification multiple times. This process discovered 1,946 individuals who were granted one type of business or marketing

certification or another during 2001 to 2008. Of those individuals, 1,299 teachers were reported by MODESE as assigned to a Missouri school district in for the school year 2007-2008.

Analysis of the data regarding the 1,299 business or marketing education teachers assigned to a school in 2008 revealed that 869 (67%) were listed by MODESE as new teachers, granted initial certification as a new graduate or via an alternative route; the remaining were listed as being granted additional certification through the normal process of renewal or added certifications for dual certification purposes. Of the 869 teachers listed as new graduates or alternative certification route teachers, 255 (29%) were listed as alternative certification, temporary certification, test endorsement (passing the Praxis examination), or by “authority” leaving 614 (71%) of the initial certifications that were issued to new graduates. In an effort to obtain email contact information for the teachers, the researcher used professional association membership records and placed phone calls to districts listed by MODESE to request email addresses.

Out of the 869 teachers who were new teachers during 2001 to 2008, valid email addresses were located for 322 (111 alternative route, and 211 new graduates). The population for this study was therefore determined to be the 869 teachers granted initial certification to teach business education and marketing education in Missouri as new graduates or alternative certification route teachers during 2001 through 2008, and the convenience sample (Patton, 1997) used in this study was the 322 teachers with known email addresses who were subsequently invited to participate in the study by responding to the survey (see Appendix A). An email invitation to participate was sent to 322 teachers with known addresses during the second week of May, 2009. A reminder email

invitation was sent two weeks after the initial email, and a follow up final reminder was sent two weeks later, presumably after the teachers had completed their semester teaching obligations. The number of teachers who responded to the survey was 66, which represents a 20% return rate.

The teachers for whom valid email addresses could not be located represented 63% of those teachers granted initial certification by MODESE and reported as assigned to a school in 2008. Nonetheless, data gathered to answer the research questions came from the portion of the sample 66 respondents who chose to participate in the survey. The quantitative methods applied to this study contributed to the breadth of information useful for generalizing findings (Kruger & Casey, 2000) to the population of Missouri business and marketing education teachers (Heppner & Heppner, 2004) who were granted initial certification to teach in Missouri during 2001 to 2008.

To address ethical considerations and human subjects' requirements prior to data collection, this proposal was submitted to, and approved by, the University of Missouri Institutional Review Board (IRB). All study participants were informed of their rights prior to participating in this study and invited to participate by responding to the electronic survey (see Appendixes B and C).

Research Design

A descriptive research design, administered to one group one time, was determined an appropriate mode of inquiry to investigate relationships between three preparation routes to certification. Differences and relationships between the teacher preparation routes were discovered by this study for the population of business and marketing education teachers granted initial certification to teach during 2001 to 2008.

When considering how to best devise effective preparation programs for business and marketing educators, quantitative research methods contributed to legitimate predictions based on particular characteristics and traits of practicing teachers and their perceived importance of the experiences and preparation route to teacher certification.

Additionally, quantitative methods allow for analysis of descriptive statistics to summarize, organize, and simplify numerical data and reveal relationships (Field, 2005; Gravetter & Wallnau, 2004) which were necessary to generalize findings to the larger population of business education and marketing education teachers certified to teach in Missouri during the 2001 to 2008 school years (Heppner & Heppner, 2004). Analysis of the data in this study allowed comparisons between teachers from a traditional undergraduate program, an alternative route to certification with a university graduate degree program in education, and an alternative state certification based on minimal professional education courses with a passing score on the relevant Praxis II examination.

Though objectivity was the primary mode of thought applied to this study, Patton (1997) posited that “at even the most basic level of sensory data, we are always dealing with perceptions, not *facts* in some absolute sense” (p. 281). Therefore, this study placed emphasis on the human capacity to know and engage in introspection that allowed this practitioner to draw comparisons as to attributing characteristics and traits of the sampled Missouri business and marketing education teachers (Merriam, 1998). Ultimately, applying a positivist paradigm and quantitative methods to this study allowed the investigator to stay distanced from the data, to maintain a methodological approach to reflexivity, to eliminate the confounding influences of unexpected variables (Coghlan &

Brannick, 2005; Grogan, 2005), and to credibly assess comparisons between groups (Field, 2005; Gravetter & Wallnau, 2004).

Data Collection and Instrumentation

The overall approach to this population study was based on quantitative methodology. Quantitative approaches seek to establish statistical relationships among operational variables (Gravetter & Wallnau, 2004). The MODESE core data division provided historical data that revealed the extent of the phenomenon of business and marketing education teachers gaining certification through various preparation routes during 2001 through 2008. Additionally, a survey was used to collect comparative self-response data from the sample of teachers who were willing to participate in the study.

Teacher certification data were collected from the MODESE core data division regarding business education and marketing education teachers. The data provided by the MODESE records maintained by the Office of Certification of Teachers included the following information for business and marketing education teachers certified in Missouri in the years 2001 through 2008:

- Name of teachers certified to teach business or marketing education since 2001 (School years 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09).
- Type of certification granted (e.g. IPC, CCPC)
- Subject area of certification (business or marketing)
- Effective date of certification
- Preparation route
- District of employment for 2008

The teachers identified and located from the MODESE core data records as having been granted initial certification to teach business and/or marketing education during 2001 through 2008 were invited by email to participate in a short Web-based survey. Surveys can be used in “planning and evaluating programs and conducting research when the information you need should come directly from people. The data they provide are descriptions of feelings and perceptions values, habits, and personal background or demographic characteristics” (Fink, 2006, p. 4).

Survey items were replicated from and/or influenced by previous empirical studies (Baird, 2005; Tucker, 2004) including a study conducted by the state of Missouri (Ehlert et al, 2006) and one from a renowned national study (Feistritzer, 2005). The electronic or Web-based survey was created using Survey Monkey Survey Builder. Sample teachers from the population (those for whom electronic contact information could be located) were sent an introductory email invitation to participate in the study, informed of their rights, assured of confidentiality, and requested to participate in the study by linking to the survey through any computer with an Internet connection, should they agree to participate. The survey was made available to the sample teachers for a five week period in May and June, 2009. Once the survey was closed, the data was analyzed for descriptive statistics using the Survey Monkey analysis features.

Reliability and Validity

The standardized format of the Web-based survey applied to this study was inherently replicable and reliable in consistency of presentation, meaning all survey participants were administered the same survey; therefore, resulting in consistent information from the survey participants (Fink, 2006; Gravetter & Wallnau, 2004;

Merriam, 1998; Patton, 1997). Fink (2006) observes, “a valid survey is always a reliable one, but a reliable one is not always valid” (p. 38). Heppner and Heppner (2004) assert survey research is generally strong on reliability and weak on validity, and the survey used in this study is no exception. Thus, the validity of this study may have been threatened by selection bias arising out of response rate variance due to support of or resistance to alternative certification practices. Hence, by having teachers voluntarily complete the survey, it is likely that what the teachers who chose not to participate did *not* say could prove as interesting or valuable as an analysis of those comments of teachers who *did* choose to participate. Additionally, self-reported data represent perceptions, but may not always reflect reality from another’s perspective (Cervero & Wilson, 2006).

The criteria used to maintain validity of the data produced by this study was “consistency with usage” (Patton, 1997, p. 252). Thus, valid measurements of the concepts investigated by this study must be consistent with past works applying similar concepts (Patton). To meet the validity criteria for this study, survey items were replicated from and/or influenced by previous studies (Baird, 2005; Ehlert et al, 2006; Feistritzer, 2005) and reviewed by members of the study’s dissertation committee and an external reviewer from the Missouri Center for Career Education. Assembling a group of pilot subjects analogous to but not part of the population for a full scale pilot would have been impractical. However, the survey was reviewed and completed by three business/marketing education teachers who were granted certification prior to 2001. Feedback from the teachers validated the survey items as they reported the items to be complete and appropriate for the information to be discovered.

Data Analysis

Data analysis included tracking teachers who were granted initial certification to teach business and/or marketing education in 2001 through 2008 who agreed to participate in the study, disaggregated by preparation route, to establish whether differences existed in the teacher characteristics based on the preparation route to certification. Therefore, descriptive statistics included mean percentages of the number of participants responding to specific survey items.

By applying a quantitative methods approach to research, data for 66 study participants, who were reported as having earned certification to teach business or marketing education during 2001 to 2008, were gathered through completion of an electronic survey, representing 20% of the teachers for whom current contact information could be located. Excepting the final open ended survey item 37, which offered participants an open ended opportunity to provide any additional related data that they perceived could be useful to this study, the survey responses were compiled and mean percentages were calculated for each item. The use of percentage units better presents the relationship to other responses in the distribution (Gravetter & Wallnau, 2004). In addition, coaxial cross-tabulation coding was performed for the various preparation routes to certification, three of which were identified as being alternative routes to certification.

The survey was divided into the following three parts: part 1, items 1 through 11; part 2, items 12 through 21; and part 3, items 22 through 36. Part 1 and part 3 were common to all participants. Part 2 was relevant to teachers who had taken an alternative route to certification. Participants were routed to either part 2 or part 3 of the survey

based on their particular path to certification. The two traditional undergraduate business or marketing education degree routes and the graduate education program with a prior bachelor's degree in education (35%) were routed to part 3, skipping the section designed specifically for teachers who were granted certification through an alternative route. The remaining preparation route categories, representing those teachers coming through an alternative route, whether a graduate program or by passing the Praxis examination (65%), were routed to part 2 and then to part 3.

Survey items 1, 2, 3, 4, and 5 established the demographic information for the survey participants. The study research questions were addressed by the survey items as listed in the following table:

Table 1

Survey Item Numbers by Research Question

Research Question	Survey Item
1. regarding the intended purpose for alternative certification	6, 7, 8, 9
2. regarding the preparation experiences of the sample teachers	11, 12, 13, 14, 15, 16
3. regarding the personal characteristics of the teachers	22, 23, 24, 25, 26, 27, 36
4. regarding the degree to which the teachers perceive themselves prepared to teach business topics	29
5. regarding the teachers' involvement with professional associations and professional development	30, 31, 32, 33
6. regarding the motivation of the teachers	10, 18, 19, 20, 21, 34, 35
7. regarding the most influential experiences of the teachers in their perceived success in teaching	16, 17, 28

Limitations of the Study

Two primary limitations are evident for this study. First, the researcher in this study coordinates a traditional undergraduate business teacher education program in Missouri and provides professional education courses for in-service teachers and business individuals seeking alternative certification from the state. As such, the researcher must be aware of biases associated with the perceived quality of teachers with, and without, a formal teacher education program and direct teacher preparation experiences, as well as the personal consequences of teacher credentialing as a potential threat to traditional programs.

There has long been a debate regarding whether teaching can truly be taught, or to what degree it involves tacit skills and abilities of which teachers themselves cannot empirically trace the origin. Therefore, a second limitation is that intrinsic motivation and tacit abilities may not be adequately captured with the instrument in this study. A third limitation in this study is the difficulty in tracking non-persistent teachers. Tracking non-persistent teachers for a study of the reasons for not staying in teaching will necessarily be left for a future study.

Delimitations of the Study

During the course of this study, it was discovered that a minimum of 14 respondents skipped survey items 21 to 39, which can only be assumed to have been due to early closure of the web browser during the survey. This is a delimitation for the study, as is the fact that the survey was administered during the last month of the school year, which could partially account for a low 20% return rate of survey participant invitations mailed out. However, perhaps the most significant delimitation was the inability to locate

valid email addresses for 63% of the teachers listed by DESE as contracted in 2008. This was either due to school districts not making the information available, or the addresses that were supplied not functioning properly, or the district not recognizing the person as still employed in the district. Consequently, the approximate ratio of alternative route and traditional route certified teachers for which valid addresses were located (2:1) was only slightly smaller than the ratio (3:1) of Missouri business and marketing education teachers granted certification during 2001-2008. However, the ratio of surveys returned and completed represented a proportionate reversal as AC to TR was now a 2:1 ratio. This ratio differentiation challenges the representative nature of the data reported by the current study.

Summary

Exploring the phenomenon of alternative certification practices in Missouri business and marketing education required establishment of the rate at which teachers are granted teacher certification disaggregated by certification routes. Furthermore, an investigation of the characteristics and preparation paths of Missouri business and marketing teachers required gathering data from these teachers regarding characteristics, traits, and experiences they believe have contributed to their choice to teach and the role those characteristics have played on their perceived success in teaching.

Business and marketing education teacher characteristics and traits relevant to this study included, but were not limited to, the teacher's stage in life, family influence regarding a teaching profession, educational preparation, and work experiences. Examination of these characteristics can inform teacher educators about effective preparation programs. The data produced also provides state credentialing authorities in

Missouri with information regarding policies and practices of relevant teacher certification standards, and informs local school district administrators about appropriate screening processes for identifying potential quality teachers who will remain in the profession. Consequently, the focus of this study was to discover phenomenological data regarding teachers who seek certification to teach secondary business and marketing education subjects in Missouri.

A detailed description of the quantitative methods approach to research applied to this population study was presented in Chapter Three. This included literature-based support for each phase of the study, a statement of the problem, and research questions for the study. In addition, a description of the population and sample, instrumentation, method of data collection, and process of data analysis were discussed. Considerations for establishing reliability and validity of the survey instrument were also presented along with a review of the limitations and delimitations noted for the study. Chapter Four will present the findings and analysis of the study participants' responses to the survey items as they relate to the seven research questions of the study.

CHAPTER FOUR

FINDINGS

The purpose of this study was to quantitatively investigate the alternative certification (AC) phenomenon in business and marketing education in Missouri between 2001 and 2008. In addition, this study investigated the characteristics and traits reported by the teachers and how much the AC teachers attributed their particular preparation path to their competence as a teacher and to their propensity to persist in teaching.

Research Questions

The research questions for this study were designed to discover descriptive quantitative data regarding the characteristics and traits of Missouri business and marketing education teachers and the perception of these teachers about the importance of their preparation experiences to their motivation and perceived preparedness to teach the various business and marketing subjects. Therefore, the research questions were:

1. Is the alternative certification program serving business and marketing education the way it was intended, i.e. providing teachers for high need schools with a shortage of teachers, or a more diverse population of teachers?
2. What are the preparation experiences of Missouri business and marketing education teachers who obtained teacher certification during 2001 through 2008?
3. What are the personal characteristics of Missouri business and marketing education teachers who obtained teacher certification during 2001 through 2008?
4. To what degree do Missouri business education and marketing education teachers perceive themselves prepared to teach?

5. What professional association and professional development activities are Missouri Business and Marketing education teachers involved in?
6. What motivates Missouri business and marketing education teachers to enter and persist in teaching?
7. What experiences do Missouri business and marketing education teachers believe are the most influential in their perceived success in teaching?

To acquire the data being sought, a descriptive quantitative approach to research was applied to produce frequency of responses regarding characteristics and perceptions of the sample teachers. A cross-tabulation of the data provided additional information allowing for comparisons disaggregated by preparation route to certification.

Additionally, qualitative data were gathered as open-ended comment options for relevant survey items. The quantitative data developed through this research created a reality in which information was objective and quantifiable. Creating a “reality in this perspective is stable, observable, and measurable” (Merriam, 1998, p. 4). Chapter Four contains a synthesis of the data revealed by this study as follows.

Demographic Findings

As seen in Table 2, the data revealed 74% of the survey respondents had a Master’s Degree in Education and 20% have a Master’s Degree in another field. Reporting their undergraduate degree area, 58% of the respondents indicated they had a degree in education, while 55% indicated a field other than education. Another 12% reported having a post-Master’s degree.

One hundred percent of the respondents had business education certification, while 36% also had marketing education certification and 12% had additional unrelated

certification including elementary, English, health, library science, social studies, and math certifications (see Table 3).

Table 2

Participant Academic Degrees

Degree	Percentage of Respondents
Master's Degree in Education	74
Master's Degree in other field	20
Bachelor Degree in Education	58
Bachelor Degree in Other field	55
Post Master's degree	12

Note. The values represent mean percentages of participant responses, $N=66$.

Table 3

Area of Certification Held

Certification	Percentage of Respondents
Business Education	100
Marketing Education	36
Other	12

Note. The values represent mean percentages of participant responses, $N=66$.

The respondents reported the subjects they taught the most included accounting, keyboarding, and personal finance (see Table 4). By disaggregating the subjects taught by preparation route, none of the subject areas had noticeable differences in the number of teachers teaching them, with the exception of marketing and personal finance. More of the marketing and personal finance teachers presumably came through the graduate

degree alternative route to certification. It is worth noting that personal finance has recently become a required high school course in Missouri.

Most Missouri districts also require a keyboarding course that is being taught primarily in grades five through ten, according to this study. Business communications and economics were reportedly taught by the least number of respondents. An interesting statistic was that over half (63%) of the respondents reported they were also teaching at least one non-business/marketing course. However, this could be due to the respondents being unsure about where to list desktop publishing, web design, and graphics classes that the state includes in the emerging technologies category.

Table 4

Business/Marketing Courses Taught

Courses	Percentage of Respondents
Keyboarding	52
Personal finance	40
Accounting	34
Business management	25
Business law	22
Marketing	20
Emerging technologies	18
Business communications	15
Economics	8
Other	63

Note. The values represent mean percentages of participant responses, $N=65$.

Eighty nine percent of the study respondents were white or Caucasian, 7.6% black or African American, 1.5% Hispanic or Latino, and 1.5% multiracial (see Table 5).

Disaggregated data regarding the teachers' race revealed that 95% of the undergraduate TR teachers were white and 5% multiracial. Disaggregated data for the AC teachers' route to certification discovered that 87% were white, 11% black/African American, and 2% Hispanic/ Latino. The black/African American and Hispanic/Latino population came through the graduate education program alternative route to certification exclusively.

In addition, 87.3% of the business and marketing teachers in this study were female and 12.7% were male. Reviewing the data disaggregated by preparation route revealed 88% of the teachers who earned certification through an alternative route were female compared with 84% females from traditional preparation routes. Thirteen percent of the alternative preparation route teachers were male and came through a Master's degree education program, compared with 16% males from traditional college program routes.

Table 5

Ethnicity and Gender of Participants by Preparation Route

Race	TR	AC
White/Caucasian	95	87
Black/African American	0	11
Hispanic/Latino	0	2
Multiracial	5	0
Female	84	88
Male	16	13

Note. The values represent mean percentages of participant responses, TR race $N=20$; AC race $N=46$; TR gender $N=19$; AC gender $N=40$.

In response to the community size where the teachers taught and were hired to teach initially, almost 40% were teaching in a rural area with a population less than 5,000 with 43.9% reporting they were initially hired for that same size community. Nearly three-fourths (77%) of those teachers in the rural schools came through an alternative preparation route. Only 11% reported teaching in a large city with a population of 100,001 or more. However, of those teaching in the large city, 100% of them were from a graduate degree alternative preparation route.

Disaggregated and weight adjusted data revealed the differences in community size where teachers taught compared with their preparation route (see Table 6). Based on this information, AC teachers were more likely to be in rural school districts or large city districts, whereas the TR teachers were more likely to be teaching in small towns and the suburban schools.

Table 6

Community Size Where Teachers Teach by Preparation Route.

Size	TR	AC
Rural area (less than 5,000)	30	43
Small town (5001-10,000)	10	2
Small city (10,001-20,000)	15	15
Medium city (20,001-100,000)	25	13
Large city (100,001+)	0	15
Suburban or outside major city	30	11

Note. The values represent mean percentages of participant responses, $N=66$.

When asked whether the teachers teach in school districts with high free and reduced (F/R) lunch rates (typically a predictor of a lower performing school), 83.1%

responded “no”. However, 100% of the teachers reporting to be in a poorer school district, as identified by having over 50% of the students participating in the (F/R) lunch program, were certified to teach through an alternative route to certification.

Persistence

Study participants were asked about their plans to continue teaching business or marketing education. Aggregate data discovered the largest percentage of teachers (42.4%) reported they plan to teach 20 years or more. The disaggregated data analysis regarding the teachers’ intentions to remain teaching revealed more AC teachers were planning to teach an additional 10 to 20 years, than were from the traditional preparation route (see Table 7). However, that difference in percentages is discovered to be because the TR teachers reported planning to remain teaching 20 years or more, meaning the differences in the teachers’ intentions to persist were not very different.

Table 7

Intentions to Remain Teaching by Preparation Route

Year span	TR	AC
1-5 years	10	7
6-9 years	5	4
10-20 years	5	30
20 or more years	60	35
Undecided	15	17

Note. The values represent mean percentages of participant responses, $N=66$.

Certification Route

Data revealing the formal route to certification or preparation path taken by the respondents are reported in Table 8. Data from the two traditional undergraduate (UG)

preparation routes has been further calculated, as well as from the remaining four identified routes, to arrive at combined data for the two major preparation routes—traditional and alternative. When combining the certification path categories, it was discovered that well over half of the survey respondents (69%) reported earning certification to teach through an alternative route that did not include a traditional undergraduate business or marketing teacher preparation program, with the majority of those survey respondents (43.1%) earning certification through a Master’s degree program. Teachers representing an alternative route to preparation without an education-related undergraduate or graduate degree program were 22% of the respondents.

Table 8

Formal Route or Preparation Path to Certification

Path	Percentage of Respondents
Traditional route undergraduate in business education	27.7
Traditional route undergraduate in marketing education	3.1
UG not education with Praxis exam	9.2
Graduate education program w/B.S. not in education	43.1
Graduate program w/B.S. in education—not business education	4.6
Other	12.3

Note. The values represent mean percentages of participant responses, $N=65$.

Preparation

The following data reflect a portion of the survey that was completed only by those responding to three AC certification routes labeled “undergraduate degree other than education”, “graduate education program with prior non-education degree”, and

“other”. The number of responses for this section varied from 24 to 30 respondents, indicating some of the teachers skipped answering some of the survey items.

Of the teachers identified with an alternate route to certification, over half of the respondents (52%) reported earning certification through a graduate Master’s degree program with a bachelor’s degree in a field other than education (see Table 9). The remaining respondents identified obtaining temporary authorization certification (TAC) and provisional certification (40%), with a final 8% checking “don’t know”, which leads this researcher to speculation that these respondents were most likely hired by a district without qualifications, but have, since that time, completed the requirements for certification, placing them into the TAC category. None of the respondents reported coming to certification through the New Teacher Institute (NTI), American Board for Certification of Teacher Excellence (ABCTE), or Troops to Teachers programs.

Table 9

Preparation Path to Certification Within Alternative Programs

Path	Percentage of Respondents
Master’s degree.	52
TAC and provisional.	40
NTI, ABCTE, Troops to Teachers	0
Don’t know	8

Note. The values represent mean percentages of participant responses, $N=25$.

Of those alternative route teachers taking professional education college courses, most reported taking 31 hours or more of college classes toward certification (35.5%) or 25 to 30 semester hours (22.6%) in an average period of 2 years (63.3%), which is consistent with a Master’s degree program.

However, the teachers also reported taking either no content specific courses or less than six hours of content courses (see Table 10).

Table 10

Content Specific Courses toward Alternative Certification

Hours	Percentage of Respondents
none	25.8
1-6 semester hours	29.0
7-12 semester hours	19.4
13-30 semester hours	16.0
31+ semester hours	9.7

Note. The values represent mean percentages of participant responses, $N=31$.

Regarding the survey participants' perceptions about the most helpful components of their alternative certification program overall, the teachers identified teaching full-time as a teacher of record in a school during the program as the most helpful component (65.5%), followed by working with other colleagues in business and marketing education (53.3%). Taking college campus-based courses in educational methodology/pedagogy was reported as very helpful by only 37.9%, however, another 41.4% ranked that as somewhat helpful for a combined 77%, which is higher than the combined percentages for the top two choices for very helpful and somewhat helpful (see Table 11). Working with college faculty on campus was also ranked as somewhat (34.5%) to very helpful (37.9%) by the study participants.

At the low end of the spectrum, the components listed as not very helpful or not a component of the program were working with college faculty in their school, taking off

campus (online) courses in education methodology/pedagogy, and working with DESE staff in business and marketing education.

Table 11

Helpful Components of Alternative Certification Program

Component	Very helpful	Somewhat helpful	Not helpful	Not a Component
Teaching full time during program.	65.5	10.3	0.0	24.1
Working with peers/colleagues	53.3	13.3	20.7	20.7
Taking on campus professional education courses	37.9	41.4	27.6	20.7
Working with college faculty on campus	37.9	34.5	6.7	26.7
Working with a mentor in the school	24.1	34.5	17.2	37.9
Working with other school staff or administrators	17.2	34.5	10.3	17.2
Working with DESE staff	10.3	34.5	27.6	44.8
Taking off campus (online) professional education courses	6.9	20.7	17.2	3.4
Working with college faculty at my own school	6.9	20.7	17.2	55.2

Note. The values represent mean percentages of participant responses, $N=30$.

Study participants overwhelmingly perceived their professional experiences outside the classroom as contributing mostly by providing them with real-world content beyond the curriculum (93.5%). Over half reported their experiences contributing significantly to their knowing what to teach and when, or curriculum development (58.1%). The outside experiences contributed the least to their knowing how to assess

student learning (29%), planning lessons (45.2%), and classroom management (41.9%), all of which are part of professional education courses (see Table 12).

Table 12

Relevance of Professional Experiences

Contributed to	Percentage of Respondents
Real-world content beyond the curriculum	93.5
Curriculum development	58.1
Planning lessons	45.2
Classroom management	41.9
Assessing student learning	29.0

Note. The values represent mean percentages of participant responses, $N=31$.

Motivation for Preparation Route

When asked why they did not choose teaching as a first career choice, the alternative route teachers responded that another field promised to pay more (65.4%) and another field was more interesting (42.3%). The least reported factor was family or parental influence (15.4%), which was supported by a follow up question asking specifically how much parental/family influence affected the decision not to teach as a first career, where 72.4% replied none or very little influence and only 17.2% claimed family was a great deal of influence.

Five of the teachers offered additional reasons for not choosing teaching to begin with such as “trying to complete a degree as fast as possible”, “I thought it was too many college hours as opposed to a non-teaching degree”, “no time to take off to complete an education program with observation and student teaching”, “postponed until children were older”, and “undecided on a career”. Only 10.3% of the alternative route study

participants said they would have become a teacher even if an alternative route to certification had not been available. Over half (55.2%) replied they would not have pursued teaching while another 31% were not sure.

As a follow up to the motivation item, the AC teachers were asked what they perceived to be the most important variables in choosing an alternative route to teaching.

Table 13

Considerations for Choosing Alternative Certification

Consideration	Very Important	Somewhat Important	Not Important
Fit with my lifestyle	57.1	28.6	3.6
Convenience of course scheduling	57.1	17.9	17.9
Length of AC program	55.2	24.1	13.8
Being able to teach during program	55.2	6.9	6.9
Spend more time with family	48.1	18.5	14.8
Being able to get a Master's degree	44.4	22.2	14.8
Receiving teacher's salary and benefits	31.0	20.7	27.6
Out of pocket costs	25.9	18.5	44.4
Being in a cohort program	21.4	7.1	7.1
Guidance from college faculty	14.8	33.3	40.7
Guidance from a mentor	11.1	29.6	37.0
School based personnel	11.1	18.5	37.0

Note. The values represent mean percentages of participant responses, $N=29$.

As shown by Table 13, the participants reported that the program fitting with their lifestyle and convenience of course scheduling were the two most important considerations, selected by 57.1% of the respondents. Being able to teach while getting

certified and the length of the program were the next two variables selected by 55.2% of the respondents. Close to half (44%) of the respondents listed the out of pocket cost for the program as not important.

The data presented up to this point were obtained from part 2 of the study survey that was completed only by those participants who reported gaining certification through a preparation route alternative to a traditional undergraduate college education program. The following data reflects the final section of the survey that all participants were directed to complete. Most of the items, however, were answered by only 51 participants, representing a 16% return of all surveys administered. The researcher presumed that no less than 15 participants merely closed the web browser window, choosing not to continue with the survey. Of those choosing to continue the survey through the final section, 59% represented the alternative routes to certification with 41% from the traditional routes, which corresponds with the percentage representation of the original 66 respondents with the exception of the 15 alternative route teachers who apparently exited the survey early.

Personal Characteristics

According to the aggregate data collected, the survey participants were primarily between the ages of 18 and 29. Of the survey participants, however, mid-life career changers, age 40 to 49, represented 24% of the AC teachers with only 12% of those who entered teaching via a traditional route (see Table 14). The teachers who entered the certification program between the ages 30 to 39 are represented equally by the TR and AC teachers. Yet, the 50 plus age group and was represented exclusively by the alternative route to certification.

Table 14

Age at Entry into a Program Leading to Certification to Teach

Age range	TR	AC
18-29	71	56
30-39	18	18
40-49	12	24
50+	0	3

Note. The values represent mean percentages of participant responses, $N=51$.

In addition, as seen in Table 15, over half of the participants (56%) reported working in a professional occupation outside the field of education during the year prior to becoming certified to teach business or marketing education, while none reported being unemployed and seeking work, or retired from another career.

Table 15

Main Activity the Year Prior to Beginning a Teaching Career

Activity	Percentage of Respondents
Working in a professional occupation outside of education	56
Undergraduate student at a university	20
Working in a non-education job	14
Working in education, not teaching	8
Working as a substitute or paraprofessional	6
Graduate student at a university	4
Teaching in pre-school/elementary	2
Caring for family members	2

Note. The values represent mean percentages of participant responses, $N=50$

Over a third of the respondents (39.2%) had 3 to 5 years teaching business or marketing education, and another third (33.3%) had 6 to 10 years experience at the time of the survey. Only 4% reported having additional experience teaching in a different field. Most respondents (81.6%) had only one to two career changes and represent both the TR and AC routes to certification with another 14.3% reporting three to five career changes, these almost exclusively from an alternative preparation route. Analysis of the data determined that 96% of the previous careers were in business-related fields.

Participants were asked to what degree their perspective about teaching and/or learning was changed as a result of taking professional education classes compared to their perspective prior to taking the courses. The respondents overwhelmingly reported their perspective had changed somewhat (43.1%) to significantly (39.2%). When offered an opportunity to explain their position, the respondents offered the following comments, disaggregated by preparation route. Grammar and spelling errors were retained from the original data due to the relevance of such practices in the classroom.

Traditional route to certification

- There are many educators in my family so I was familiar with teaching.
- There is much more professional development about pedagogy than I expected.
- Professional education courses introduced me to the different methodologies and practices in education. Without these courses, I would be the teacher who does the same thing each year without thinking of how it impacts the student.
- Nothing teaches you like entering the classroom. You discover that no one honestly described the “other duties as assigned” clearly!
- Gained experience and learned a lot more.

- Nothing has changed my perspective quite like being in the classroom.
- I think the strategies and learning how kids learn was the most beneficial.

Alternative route by passing Praxis exam without a graduate program.

- Classroom management and teaching strategies.
- Not many of the education classes previously taken have given me the knowledge comparable [sic] that I gained as a business owner.
- Accountability, teacher scapegoating [sic].
- changed my life paths [sic]

Alternative route to certification with a Master's degree program.

- Didn't learn too much in my program.
- Besides my own personal experiences, I had no ideas [sic] what really happened in the schools, I have learned about special ed, styles of learning, how to motivate students, and a lot about how home life affects student performance.
- Most of my classes were not relevant to my teaching situation.
- Throughout my banking career I was extensively involved in training employees so I felt I had a good understanding of how to teach and how people learned.
- I am more prepared professionally to teach any subject if necessary.
- I was expecting more professional guidance in learning about DESE and the experiences I would have in the classroom, instead it was more philosophical and applications that weren't as real-life as they should have been.
- I learned alot [sic] about the way that student [sic] process information.
- My family is in education. My perspective has always been that teachers are the backbone of the system.

Perceived Competence

Addressing the myriad of subjects in a business and marketing curriculum, respondents were asked to rank their perceived competence in the business and marketing subjects and in the pedagogy and practices of professional teaching for their first year of teaching compared with their current perceived competence. Overall, the teachers perceived themselves to be at least somewhat competent and prepared in the beginning and were often very competent and prepared by the time of this study, indicating the benefits of on-the-job training and experience. The subject areas the teachers felt least prepared for in the beginning were graphics and multimedia, economics, and accounting; by the time of this study, the teachers rated their competence in these subjects predominantly as only somewhat competent/prepared.

In the pedagogy topics, the participants felt least prepared in the beginning for developing curriculum aligned with standards, delivering differentiated instruction, classroom management, classroom discipline, managing personal time, organizing instruction, and using a variety of assessment strategies. Once again, by the time of this study, the teachers reported being only somewhat competent in those same topics.

Table 16 contains an analysis of the teachers' perceived competence in the various content subjects disaggregated by traditional route (TR) and alternative certification (AC) preparation. The disaggregated data reported in Table 16 represents the percentage of respondents who rated themselves as somewhat to very competent and prepared in the particular subject during their first year teaching compared with now.

Table 16

Perceived Content Subject Competence by Preparation Route

Subject	TR 1 st Year	TR Current	AC 1 st Year	AC Current
Accounting	63	75	35	45
Economics	31	50	32	42
Business Management	56	56	58	61
Marketing	31	38	48	55
Business Law	50	50	48	45
Keyboarding	81	88	61	71
Software applications	94	100	65	81
Graphics & multimedia	44	56	32	45
Business communications	19	31	55	61

Note. The values represent mean percentages of participant responses, TR $N=16$; AC $N=31$

Table 17 contains an analysis of the teachers' perceived competence in professional teaching pedagogy disaggregated by traditional route (TR) and alternative certification (AR) preparation. Once again, the disaggregated data reported in Table 17 represents the percentage of respondents who rated themselves as somewhat to very competent and prepared in the particular topic during their first year teaching compared with their currently perceived competence.

Table 17

Perceived Pedagogy Competence by Preparation Route

Topic	TR 1 st Year	TR Current	AC 1 st Year	AC Current
Ability to motivate students	81	94	55	81
Manage personal time	75	100	45	81
Classroom management	69	100	52	84
Classroom discipline	63	100	52	87
Develop curriculum aligned w/standards	44	100	42	84
Organize instruction	69	100	58	87
Delivery appropriate instruction for differentiated learning	75	100	45	84
Use variety of assessment strategies	81	100	52	84
Collaborate with fellow teachers	81	100	74	81
Deal with administrative hierarchy	69	100	74	77

Note. The values represent mean percentages of participant responses, TR $N=16$; AC $N=31$

Professional Associations

Of the participants who responded to the survey, 67% reported being active members of MBEA/MOACTE, which is the Missouri Business Education Association professional division, and 24% are members of DECA/MCCA/MOACTE, which is the Missouri marketing education professional association division. Twenty-five percent of the respondents reported not being a member of either association. When data regarding professional association membership and attendance patterns were disaggregated by preparation route (see Table 18), it was discovered that 38% of the AC teachers have never attended the state conference, compared with only 18% of the TR teachers.

Table 18

State Conference Participation by Preparation Route

Frequency of attendance	TR	AC
Every or every other year	65	44
Occasionally attended	18	18
Once or never attended	18	38

Note. The values represent mean percentages of participant responses, TR $N=17$; AC $N=34$.

A different perspective of professional involvement revealed that AC teachers attend district or local association events with higher frequency than the TR teachers (see Table 19). On the other hand, the TR teachers were more likely to attend MODESE workshops and professional development events, at least occasionally, than were the AC teachers (see Table 19).

Table 19

Local Association and MODESE Participation by Preparation Route

Frequency of attendance	TR		AC	
	Local	MODESE	Local	MODESE
At least once a year	41	18	61	39
Occasionally attended	41	71	12	30
Typically do not or never attended	18	12	27	30

Note. The values represent mean percentages of participant responses, TR $N=17$; AC $N=33$.

Motivation to Teach

When asked to indicate their top four motivations to enter teaching, both the traditional route and the alternative route study participants listed a desire to work with young people as their number one reason (70.6%) overall (see Table 20). The second motivation identified, again by both groups, was an interest in the subject-matter field. However, as a third motivation, the TR teachers indicated the influence of a teacher in elementary or secondary school, while the AC teachers indicated spending more time with family as their collective third choice, followed closely by value or significance of education in society and wanting a change from another line of work .

The motivations to continue to stay in the teaching profession were ranked similarly as the reasons for entering the profession (see Table 20); however, job security appeared in the top four reasons given by the study participants and a sense of freedom in the classroom surfaced as a high motivation to stay for both the TR and AC teachers. Optional comments left by the respondents included the teacher retirement program and coaching as additional reasons for staying in the teaching profession.

Table 20

Motivation to Enter and Stay in Teaching by Preparation Route

Motivation	Enter		Stay	
	T R	AC	T R	AC
Desire to work with young people	71	71	56	76
Interest in subject matter	65	56	50	59
Spend more time with family	24	50	31	47
Value or significance of education to society	24	47	31	44
Want a change from other work	12	47	0	0
Influence of a teacher in elem. or secondary school	59	18	6	6
Influence of teachers in my family	29	24	13	6
Long summer vacation	12	24	13	26
Job security	18	18	38	44
Sense of freedom in my classroom	12	18	50	32
Life-long dream	29	9	25	12
Influence of teacher or advisor in college	18	12	6	3
Preparation program appealed to me	12	3	6	3
Financial rewards	0	3	0	3
One of the few professions available to me	6	0	6	0
Employment mobility	0	3	0	0
Second income for my family	0	0	6	0

Note. The values represent mean percentages of participant responses, TR $N=17$; AC $N=34$.

Influential Factors for Success

The personal characteristics and/or preparation experiences that both the TR and AC teachers perceived to have been the most influential to their success in teaching were their work experience, and their age/maturity. The third highest ranked influence for both groups was their professional education course work; while the TR teachers placed equal emphasis on their content area courses (see Table 21). Few of the survey respondents credited parenting experience as an influential factor.

Table 21

Personal Characteristics and Experiences by Preparation Route.

Characteristic/experience	TR	AC
Work experiences	71	88
Age/maturity	47	62
Professional education courses	35	32
Content area courses	35	24
Family influence	24	26
Peer support/mentor	29	24
Parenting experiences	18	15

Note. The values represent mean percentages of participant responses, TR $N=17$; AC $N=34$.

Eleven study participants (17%) offered additional comments they wanted to share related to their preparation to teach or their success as a teacher. Analysis of the eleven comments revealed a variety of sentiments regarding the teachers' perceptions of influential factors. While one of the comments from a graduate program AC teacher pointed to placing "little stock" in the college classes and certification process and noted "bumps in the road and certification hoops to jump", another graduate program AC

teacher contradicted this perception and claimed to have participated in “a very rigorous program [where they] learned a tremendous amount. The respondent who placed little stock in the courses also expressed a belief “that people either have an aptitude to be a good teacher or they don’t.”

The teacher with the “rigorous program” also noted the difficulty of preparing teachers for “classroom management issues, no matter where you go to school.” Going along with the theme of classroom management, another respondent from a traditional undergraduate degree program stated the following:

discipline is the reason many teachers are retiring or changing professions. Many students talk back to teachers (as I am sure they do to their parents), refuse to do their work, they see school as a place for socializing instead of learning.

This teacher also is “looking forward to retirement” and reminisced,

when I was a child in school, we learned without the so called methods, it was work and learn. Now the students think you have to do something fun, it doesn’t make any difference if they learn anything, just let them do something instead of study.

Two of the respondents, both from traditional preparation routes, mentioned the value of the state mentoring program, while one traditional route teacher called for a “more submersive experience in your undergraduate.” In addition, two respondents from the alternative routes credited work experiences as valuable, one of them noting “although it is not practical for all teachers to come into the field with 24 years of business experience, I feel it has made my teaching authentic.”

One of the respondents from a traditional certification route spoke at length about spending 28 years going to night school to become a teacher, which had been a life-long dream, but then nearly giving up during the first two years of teaching due to “more politics in education than in business” and because “the majority of students really don’t care if you enlighten their minds.” Another similar comment reflected the first two years of teaching were “extremely hard because I was given no resources by my school and had totally different courses each year.” One of the study respondents gave credit to having had parents as teachers and wanting to help people “learn new concepts”, and one admitted that coaching had relevance, merely stating “I like to coach as well” with no other comment.

Summary

The purpose of this study was to quantitatively investigate the alternative certification (AC) phenomenon in business and marketing education in Missouri between 2001 and 2008. In addition, this study discovered the characteristics and traits reported by the teachers and how much the AC teachers attributed their particular preparation path to their competence as a teacher and to their propensity to persist in teaching.

By applying a quantitative methods approach to research, data for 66 study participants, who were reported as having earned certification to teach business or marketing education during 2001 to 2008, were gathered through completion of an electronic survey. The participants represented 20% of the teachers for whom current contact information could be located. The aggregate findings were reported in Chapter Four with supporting tables. Further data analysis was conducted by disaggregating and calculating the cross-tabulated data by traditional preparation route (TR) and alternative

preparation route (AC) revealed further information for the study. Chapter Five includes a summary of the findings, implications for practice, recommendations for future research, a discussion of the findings and a final conclusion for this study.

CHAPTER FIVE

DISCUSSION AND IMPLICATIONS

The original intent and purpose of alternative certification (AC) practices were to specifically meet the need for more teachers in science, mathematics, and special education (Darling-Hammond & Bransford, 2005; Feistritzer & Chester, 2000), and to represent more minority populations (Liston, Borko & Whitcomb, 2008). However, an increasing number of business and marketing degree professionals in Missouri are also entering teaching as a profession through alternative routes to certification rather than through traditional undergraduate teacher preparation programs (MODESE, 2008).

Business education and marketing education in Missouri have seen a rapid influx of business industry professionals seeking teacher certification from the state through alternative means. One university office of clinical services and certification in Missouri reported serving 12 business education candidates in 2006 compared to 62 candidates pursuing teaching in 2007, representing a 517% increase in certification candidates (J. Kenney, personal communication, October, 2007). According to data provided by the Missouri Department of Elementary and Secondary Education (MODESE), there have been 358 business or marketing education initial certifications issued between 2001 and 2008 based on an alternative route to certification, which represents approximately 18% of all business or marketing education initial certifications issued. The deluge of business and marketing industry persons turning to teaching in Missouri, particularly in light of a poor economic environment, accompanied by a high unemployment rate, leads to speculation about the motivations and characteristics of business and marketing teachers

entering the teaching workforce in Missouri. Additionally, the ease with which alternative certification is made available leads to inquiry about the preparedness of these teachers to teach.

Another consideration regarding the surging number of individuals seeking alternative certification to teach after earning an undergraduate degree in a field other than teaching is the corresponding decline in traditional secondary teacher preparation undergraduate programs. For example, data obtained from MODESE revealed that, in the 2006-2007 school year, over 50% of the business and marketing education teachers were granted certification through an alternative route, with 63 granted Temporary Authorization Certificates (TAC) compared with 109 traditional undergraduate degree program route certificates granted in the same school year (M. Tanner, personal communication, June 2, 2008).

This phenomenon endangers the existence of quality secondary teacher preparation programs in Missouri due to a lack of enrollment numbers to support the programs. Yet, while independent data identifies business and marketing education teachers in Missouri as being in good supply (AAEE Job Search Handbook, 2009), state funds continue to be required to provide administrative services, advising, mentoring, and professional development opportunities for this new, untrained workforce that is largely without the foundational basis and introductory pedagogy of teaching courses.

Purpose of the Study

While the arguments for alternative certification practices made in current research are generally applied to all teaching fields (Ehlert et al., 2006), there is a lack of empirical data regarding the AC phenomenon for business and marketing education

teachers in Missouri. Therefore, the purpose of this study was to quantitatively investigate the AC phenomenon in business and marketing education in Missouri between 2001 and 2008. In addition, this study revealed the characteristics and traits reported by the teachers and how much they attributed their particular preparation path to their competence as a teacher and to their propensity to persist in teaching.

Methods

A quantitative methods approach was used to provide the descriptive data regarding the AC phenomenon in business and marketing education in Missouri and is described in Chapter Three. The data were analyzed collectively by mean percentages of responses and disaggregated by the traditional preparation routes and the alternative routes to teacher certification. The disaggregated data were then combined, when appropriate, to discover trends for the two major categories, traditional and alternative route to certification.

Research Questions

The research questions for this study were designed to reveal descriptive quantitative data regarding the characteristics and traits of Missouri business and marketing education teachers and the perception of these teachers about the importance of their preparation experiences to their motivation and perceived preparedness to teach the various categories of business and marketing subjects. Therefore, the research questions were:

1. Is the alternative certification program serving business and marketing education the way it was intended, i.e. providing teachers for high need schools with a shortage of teachers, or a more diverse population of teachers?

2. What are the preparation experiences of Missouri business and marketing education teachers who obtained teacher certification during 2001 through 2008?
3. What are the personal characteristics of Missouri business and marketing education teachers who obtained teacher certification during 2001 through 2008?
4. To what degree do Missouri business education and marketing education teachers perceive themselves prepared to teach?
5. What professional association and professional development activities are Missouri Business and Marketing education teachers involved in?
6. What motivates Missouri business and marketing education teachers to enter and persist in teaching?
7. What experiences do Missouri business and marketing education teachers believe are the most influential in their perceived success in teaching?

Quantitative Findings Summary

A total of 322 surveys were distributed with 66 returned for a 20% return rate. Over two-thirds (74%) of the teachers responding to this study's survey hold Master's degrees while far fewer (26%) reported holding a traditional undergraduate Bachelor of Science in Education (B.S.E.), Business Education degree only. Sixty-nine percent of those responding to the survey hold degrees consistent with alternative certification to teach. The approximate ratio of AC to TR teachers responding to this study (2:1) is opposite the ratio of new business and marketing certificates issued in Missouri during 2001 and 2008, which was a ratio of (1:2) AC to TR teachers. The opposite ratios illuminate the delimitation regarding the "unknown" factor of valuable information that

could have been revealed by the missing population of teachers granted initial certification to teach (76% of those granted).

All of the participants are certified to teach business education and almost a third (28.8%) hold dual certification to teach marketing education also. Over half (52%) of the teachers teach keyboarding, followed by personal finance (a new Missouri requirement), and accounting. Almost two-thirds (63%) of the teachers reported teaching a subject other than in the business curriculum; however, these could include classes such as software applications, desktop publishing, web design, or graphics that the state includes as “emerging business technologies”. Only 18% of the respondents chose “emerging business technologies”. If the teachers did not recognize those subjects as “emerging business technologies”, this could easily result in a much higher number for that category, similar to personal finance or even the old staple, keyboarding. An additional demographic of the group revealed that close to 90% of the participants were white or Caucasian and were female.

Theoretical Framework Applied to the Study

If an organization is to recognize contingency variables, it must rely on “achieving a balance or compatibility between strategy, structure, technology; the commitments and needs of people; and the external environment” (Morgan, 1997, p. 49). The teacher education organism must be capable of adapting to its environment or of changing itself internally (Morgan). Organisms are better to respond to turbulent and uncertain environments that demand flexibility and adaptability (Bolman & Deal, 2003; Larson & Ovando, 2001). Consequentially, this implies various parts of the organism need to maintain open systems with frequent communication to achieve a climate of

collaboration. Part of this complex ecosystem involves three levels of conversation that are taking place in education today. First, conversations at the national level are emphasizing economic imperatives for reform as proposed by leaders such as Bill Gates and Alvin Toffler, who describe high schools as obsolete, saying we need to shut down schools as we know them (G. T. Houlihan, personal communication, July 1, 2007).

Second, conversations at the state level focus on student competence and maintaining accountability, especially in reading, writing, and mathematics. The third level of conversation is taking place in schools where individuals might ask “Who is Tom Friedman? What is a graphic organizer? or Do they have any idea what I deal with?” (G. T. Houlihan, personal communication, July 1, 2007). It is imperative that we establish vertical communication and conversation between the three levels in this ecosystem.

When viewed as an organism, environmental inputs that contribute to an organization’s climate of collaboration include openness to the environment, mutuality in needs and purposes, complementary goals, reciprocity, comfort with other organizations, and a good reputation of other organizations and their representatives (Donaldson, 2005b). Personal influences include personal fulfillment and satisfaction. Disincentives to collaborate include loss of autonomy, and image problems. The organism surrounding teacher preparation and certification would benefit from open communication regarding mutual needs and purposes, and the need to establish complementary goals. The reputation of the other organizations is sometimes one of distrust. The differentiated parts do not always trust that the goals of the other organizations will not harm their own efforts or organizations (Katzenbach & Smith, 1993; Preskill & Torres, 1999). A common goal to provide the best possible teachers for America’s schools is often less

important than keeping college programs vibrant, keeping a teacher (any) in the classroom where needed, and justifying government funding through accountability.

All parts of the organism could achieve their separate goals if they would unite with one common purpose. The related parts of the organism need to collectively and collaboratively ask “What is the primary aim of schools? What are we specifically doing to achieve it? How will we measure it and know when we are making progress?” (G. T. Houlihan, personal communication, July 1, 2007). Consequently, organizations need servant leaders with an unwavering and ferocious resolve to create succession plans that are results driven. Organizations would do well to consider transformational leadership dimensions that include identifying and articulating a vision, fostering the acceptance of group goals, providing an appropriate model and setting high performance expectations (Leithwood & Steinback, 2000).

Another leadership consideration is the possible loss of autonomy organizations could experience (Yukl, 2002). For example, responding to the market’s need for teachers with real life industry experience, maturity and work ethic, regardless of pedagogical training, or delegating state certification departments to set teacher preparation curriculum, has caused a cultural shock wave in the autonomous field of higher education. On the other hand, if the state department or local school districts would defer to the expertise of higher education educators to set standards for teacher preparation, the state department could lose autonomy to function as overseers and local school districts would perhaps feel restricted and controlled regarding decisions about finding suitable teachers for their communities. Higher education programs could become

self-serving, abuse their power of authority (Bruffee, 1999) and, consequently, disrupt the balance of the organism in their quest for survival (Morgan, 1997).

The process of teacher preparation in Missouri needs to experience transformational change and adopt characteristics of learning organizations such as systems thinking, bringing prevailing mental models to the surface and challenging them, building a shared vision, and facilitating team learning (Senge, 1990). A dynamic spiral of learning (Nonaka & Takeuchi, 1995) evolves when the know-how to solve specific problems based upon existing premises is combined with a second kind of learning—establishing new premises to override the existing ones (Nonaka & Takeuchi), known as double-loop learning (Argyris & Schon, 1996).

Taking a narrow view of only one part of the system would reveal a closed system with bounded rationality, where one would challenge if the organization could fix itself (Morgan, 1997). Houlihan (2007) proposed that a system, as opposed to an organism, is designed to produce precisely what it produces; meaning that getting new input or requisite variety is difficult (Morgan, 1997; Nonaka & Takeuchi, 1995). However, viewing the parts of the educational system through the organism metaphor reveals possibilities for promoting organizational health and development by systematically achieving a good *fit* with the environment and adapting to changing environmental circumstances (Morgan).

Discussion

Intended Purpose of Alternative Certification

Research Question #1 was designed to reveal evidence whether the AC practice in business and marketing education in Missouri is serving the schools with a shortage of

teachers in high need subjects (e. g. math, science, special education), or high needs schools identified as lower performing schools (50% or higher F/R lunch rate), or providing a greater number of teachers who are representative of minority populations. The data revealed the answer to this question was yes, to a degree. Though Missouri business and marketing education is not included as a subject area with teacher shortages, the teachers in this study that represent the alternative routes to certification (AC) were serving the lower performing schools more (55%) than were the teachers from the traditional routes (TR) to certification (30%). The AC teachers were also serving in the large cities and rural schools. In addition, while only 13% of the respondents in this study represented a minority race, this was more representation than the traditional route teachers that responded to this study (5%).

An independent study of Missouri AC teachers overall revealed that only 8% of the teachers were non-white (Ehlert et.al. 2006). Though the current study revealed a larger percentage of non-white teachers, these percentages were still low and appeared to indicate the AC programs may be contributing slightly to gaining better minority representation in Missouri business and marketing education. In addition, 87% of the business and marketing teachers in this study were female compared with 63% female AC teachers nationally, demonstrating business and marketing education remains primarily dominated by women, as has been the tradition since the advent of the office typewriter and the commercial schools at the turn of the Twentieth Century (Hosler & Meggison, 2008).

In response to the community size where the teachers teach and were hired to teach initially, 40% were teaching in a rural area with a population less than 5,000, with

43.9% reporting they were initially hired in that same size community. However, when disaggregating the data by preparation route, 43% of those identified as AC route reported teaching in a rural area with a population less than 5,000 compared with 30% of those identified as TR. Likewise, 15% reported teaching in a large city compared with none of the TR teachers. This could suggest that the AC teachers were perhaps more likely to obtain a position in a rural area or large city; however, the low numbers of reporting data make this difficult to determine with any degree of confidence. In addition, an interesting observation regarding district hiring practices revealed to the researcher that no fewer than three large suburban school districts in West Central Missouri have announced a hiring preference for those candidates with traditional or education degree preparation.

When asked if the teachers were teaching in urban or rural areas with high F/R lunch rates, indicative of a lower socio-economic school, 84% responded “no”. Of those who responded “yes”, 31% reported being in rural areas and only 16% reported being in urban schools. However, the disaggregated distribution of teachers in districts with high F/R lunch rates over 50% revealed that AC teachers were more prevalent (28%) than traditional graduates (10%). In addition, AC teachers were found more in the large cities (11%) than were the TR teachers (0%). The distribution for the urban schools is equally distributed between traditional and alternative preparation routes—8% AC:10% TR. There was no noticeable difference between those who were currently teaching in the lower socio-economic schools and where they were initially hired to teach.

Preparation Experiences

Research Question #2 asked the study participants what their preparation experiences were toward earning certification to teach. Over half (64%) of the teachers reported earning certification through an alternative route and 67% of those earned it as part of a graduate degree in education. Nevertheless, in spite of taking at least 30 hours of college courses, consistent with a Master's degree program, they also only took 0 to 6 hours of content related courses, one of which was a Methods of Teaching class. This is consistent with the premise that AC teachers are highly qualified content area experts holding subject area bachelor degrees. However, the AC teachers also consistently claimed a lesser degree of competence teaching the business and marketing content courses than did the TR teachers who take these courses through their undergraduate degree programs.

The most helpful program components for the respondents were on-the-job training such as teaching full time in a school during the program, working with peer colleagues, taking courses in educational methodology/pedagogy, and working with college faculty. However, the teachers also reported their outside experiences helping the least in assessment, lesson planning, and classroom management, which are all components of a quality educational methodology/pedagogy program.

The high percentage of AC teachers in this study (69%) compared with Missouri's percentage of new business or marketing teaching certificates earned through alternative routes to certification (26%), seems very disproportionate and, again, illuminates the "unknown" information from the missing 76% of the teachers granted initial certification to teach. It is possible that there were a higher percentage of

alternative preparation route teachers who returned the survey than was representative of the whole population of MODESE new teachers.

Personal Characteristics

Research Question #3 asked what the personal characteristics and motivation of the study participants were. The survey participants were primarily between the ages of 18 and 29 (58%), while 19% were age 30-39 and 23% were age 40-49. Over half (56%) of the participants reported working in a professional occupation outside the field of education during the year prior to becoming certified to teach business or marketing education, while none reported being unemployed or seeking work. Most (81.6%) reported only one to two career changes, with the second change being to teach. Only 4% of the respondents reported having six or more career changes in their life and they were all from the alternative certification route.

Perceived Competence

Research Question #4 asked participants about their perceived competence to teach business and marketing, and their competence in the pedagogy and practices of professional teaching. Overall, the teachers perceived themselves to be somewhat competent and prepared in the beginning but believed themselves to be very competent and prepared by the time of this study in almost all topics, indicating the benefits of on-the-job training and experience.

The highest degree of difference between the two certification routes was in the professional teaching pedagogy topics, where the TR teachers consistently rated themselves far more competent in all topics than did the AC teachers, with the exception of “the ability to deal with administrative hierarchy.” In addition, 100% of the TR

teachers continued to rate themselves as somewhat to very competent at the time of this study, after some experience, in all areas except “the ability to motivate students.”

On the other hand, while only about half of the AC teachers (42% to 58%) perceived themselves as competent in the pedagogy topics the first year, over 80% of them reported being “somewhat to very competent” by the time of this study and after some experience. Hence, though the data appears to support the TR teachers as perceiving themselves more competent, we are reminded that the perception of competence for this question was wholly self-reported and therefore may lack validity (Cervero & Wilson, 2006).

Teachers, as a whole, have been found by some measures to be deficient in subject competencies (A Nation At Risk, 1983). Responding to this allegation, the TR teachers reported being more competent their first year of teaching in the subjects of accounting, keyboarding, software applications, graphics, and multimedia software. However, the AC teachers were more competent in marketing, and business communications. In addition, the AC teachers continued to rate themselves less competent currently in those same subjects than did their TR colleagues. Again, self-reported data could be a factor in these results as recent rhetoric about alternative certification could have influenced either group toward a competitive spirit when reporting their perceived competence.

Professional Association

Research Question #5 asked what professional association and professional development activities the teachers were involved with. More of the traditional route teachers (65%) are members of the state association and attend the annual conference

than do the alternative route teachers (44%). In fact, 38% of the AC teachers reported having never attended the state conference compared with only 18% of the TR teachers.

Likewise, 83% of the TR teachers attend local or district activities at least once a year or occasionally, compared with 73% of the AC teachers. These statistics are of particular interest due to the need for business and marketing teachers to stay up to date with new technologies. The state workshops and professional association conference, with numerous workshops, are the best opportunity for teachers to take advantage of content specific professional development.

Motivation to Enter and Stay in Teaching

Research Question #6 was designed to reveal the motivations of the participants to enter teaching and to stay in teaching. Over 70% of the participant teachers reported that their most important variable in choosing the teaching profession was a desire to work with young people; this was true of both the traditional and alternative route teachers. The second highest reason given was an interest in the business/marketing subject matter. The third was to spend more time with family, which was higher for the AC teachers than for the TR teachers, who credited the influence of a teacher in their past as a motivator. Traditional route teachers also credited their family influence and related that teaching had been a life-long dream. Meanwhile, the AC teachers followed their top three reasons with a desire to change from other work. Both groups listed recognition of the value or significance of education in society as a high motivation also.

Interestingly, the AC teachers reported they did not choose teaching initially because another field had promised to pay more. Their family was little to no influence in their decision, reportedly, and they would not have chosen teaching at all without the

availability of an alternative route to certification. The important variables for choosing the AC route included that the AC program fit with their lifestyle, it was fast and convenient with little interruption of their life, and they could teach while earning certification. One respondent related, “I thought it [an education program] was too many college hours at the time as opposed to a non-teaching degree.”

The teachers’ reasons for staying in the profession were not very different from the reasons for entering, except that having a sense of freedom in the classroom and job security crept into the second and third place position, more so for the traditional route than the alternative route teachers, behind the desire to work with young people. Both groups, again, also reported they plan to continue to teach 15 years longer or more, with almost half (43%) planning to teach at least 20 more years. Only 5% plan to leave within the next five years, and 3% within the next one to two years. The plan for longevity could be partially attributed to the general age at which the survey respondents began a program leading to certification, which was primarily between the ages of 18 and 29 years young. An additional consideration, however, must be the missing teachers from the population who could represent those that did not persist long in the profession.

This data regarding the teachers’ young ages overall, and their plan to remain in teaching for a number of years appears contrary to claims that the AC programs will bring highly qualified second career individuals into teaching after having served in a content profession, in that the AC individuals in this study, for the most part, have not had considerable industry career experience and are not apparently close to retirement. Whether or not the experience they have had is sufficient to qualify them as second

career content experts, as opposed to disillusioned business professionals, must necessarily be reserved for a later study.

Perceived Factors for Success

Research Question #7 asked participants to identify the experiences they believed to be the most influential in their success as a teacher. Given that the number of AC respondents was greater than the TR respondents, the number one component listed was being able to teach full time as a teacher during the program, followed by peer support from their colleagues and taking college based courses in educational methodology and professional pedagogy. When combining the data for respondents who ranked the components as either “very helpful” or “somewhat helpful”, taking college based pedagogy classes crept into first place with the respondents overall.

The teachers related the most influential personal characteristics and/or preparation experiences to their success in teaching were their work experience and their age or maturity. The third highest ranked influence for both groups was their professional education courses, while the traditional preparation route teachers placed equal emphasis on their content area courses. Seventy six percent of the AC teachers reported that content specific courses were not part of their certification program.

The importance of the college based courses seemed to be recognized, yet the trend toward alternative certification tends to threaten the existence of the programs that provide these courses. For example, one state university business teacher education program reported that close to 70% of students enrolled in a Methods of Teaching Business and Marketing Education course in 2009 represented the alternative route certification teachers who are not considered by the university as supporting the teacher

education program because the AC candidates are not degree seeking majors in the undergraduate program. This new population of teacher candidates, however, still requires advising and other services by the program and department(s) that house the pedagogy courses.

A second point of interest is that the 70% of those AC students in that university's Methods class were also enrolled in an online course and were from a wide geographic area that included places all over Missouri in addition to students from both the East Coast and the West Coast. Yet, on the study survey, over half of the respondents indicated that taking off-campus (online courses) was not part of their program. Twenty percent ranked online courses as somewhat helpful and 20% as not very helpful. This seems to indicate that trends are changing quickly in Missouri and this study may not have been able to adequately capture a snapshot of current reality. An alternative explanation could also have to do with those 76% of the newly certified teachers during 2001 to 2008 who have disappeared from state records.

The teacher educator's role in enhancing teacher quality has been a source of debate and research for some time and is evidenced in two recent publications, Education Week's *Quality Counts 2008: Tapping into Teaching* (Education Week, 2008) and the National Council for Teacher Quality's (NCTQ) state-by-state *Teacher Policy Yearbook* (NCTQ, 2007). Given that "key players shaping the policy debate and funding initiatives are working from outside Schools of Education, and often outside universities altogether" (Liston, Borko & Whitcomb, 2008, p. 111), some argue that a more systemic framing is needed to examine teacher quality. However, it is difficult to create teamwork if the

underlying assumptions are individual and competitive (Schein, 2000). Hence, locating the true problems in teacher quality has proven to be elusive.

Some see the problem as an economic supply and demand issue where the profession is not attracting the right individuals into teaching, or failing to keep them. The right attributes often include academic ability, strong academic preparation or knowledge in particular content areas, or a commitment to serve in high-poverty or lower performing schools (Liston, Borko & Whitcomb, 2008). Experience seems to contribute greatly to the teachers' ability to foster student learning and the profession is allegedly failing to identify and/or keep those teachers with the greatest potential to improve teaching and learning. Consistent with the leaky bucket theory (Ingersoll, 2003), teacher age, teacher salary, and teacher working conditions have been cited as causes for losing good teachers, and with the "high cost of hiring and supporting a new employee in his or her first year" (Liston, Borko & Whitcomb, 2008, p. 113), retention issues have garnered significant attention.

Still others perceive the issue as a concern about preparation, criticizing low admission standards, curricular fragmentation, excessive requirements, disconnection with classroom worlds, and inadequate quality control mechanisms (Levine, 2006; McDonald, 2005). Interestingly, two contradictory policy efforts have resulted over the past decade. On the one hand, "state legislators have passed laws requiring standards and accountability systems for university-based teacher preparation; yet, on the other hand, they have encouraged the development of alternative pathways that circumvent these same accountability systems" (Liston, Borko & Whitcomb, 2008, p. 113).

In the process of accepting teachers with strong content background and motivation to change the world through teaching, we have abandoned the once revered concept of the professional teacher (Marshall & Gerstl-Pepin, 2005). A balance of requirements between subject content and pedagogy is deemed important by the National Board for Professional Teaching Standards which state “knowledge of subject matter is not synonymous with knowledge of how to reveal content to students so they may build it into their systems of thinking” (Camp & Heath-Camp, 2007, p. 18). The cyclical pattern of viewing teaching as a virtuous calling for those who want to help students and society, versus the professionalization of teaching to accommodate the academe culture of empirical research continues (Marshall & Gerstl-Pepin, 2005). “In order to be considered ‘professionals’, educators may be socialized to deny their activist motivation to improve society through the education process” (p. 86). Social capital theory is, therefore, useful to highlight teacher preparation programs that are strong advocates for collaboration among stakeholders.

In addition, while the competing interests of these groups would lend argument to framing this problem as political, this study makes a case that the interests involved are not in competition, rather disjointed and autonomous parts of a system where all need elements of the others for the systemic organism to survive. The influential stakeholders, or organizational groups, involved in business and marketing education include university teacher preparation programs, the state department for teacher certification, and the local school districts, where each entity maintains autonomy and distinctiveness, while recognizing interdependence among and responsiveness to the other organizations

(Donaldson & Kozoll, 1999). The combined contributions of the parts are the social resources that are needed to develop social capital.

Implications for Practice

For several decades, established educational institutions have been viewed as the best, and perhaps only, logical avenue for preparing high quality teachers. The idea that educated individuals from a wide variety of occupations, including the military, can and do make excellent teachers was regarded as downright radical (Feistritzer, 2005). This position is maintained by advocates of professional teaching (Baird, 2005; Darling-Hammond & Sykes, 2003; Liston, Borko, & Whitcomb, 2008) who contend that teaching is a science that must be carried out with strategic and proven methodologies.

AC is now touted as a remedy for teacher shortages, is blamed for circumventing professional teacher education programs, particularly in business and marketing, and may in reality lead to a diminished quality of teacher in the classroom due to the availability of teacher certification without adequate relevant training (Baird, 2005; Darling-Hammond & Sykes, 2003; Liston, Borko, & Whitcomb, 2008). Consequently, the AC phenomenon challenges the validity of traditional undergraduate business and marketing programs, and suggests state certification requirements for undergraduate candidates may no longer be relevant. Perhaps the question needs to be posed whether or not traditional undergraduate programs in business and marketing education are still viable in today's colleges, or should higher education institutions embrace and establish a new role in secondary teacher preparation, working more closely with Master degree programs and state professional development/mentoring programs (Conant, 1963; Honawar, 2006; Koerner, 1963; National Center for Education Information, 2003).

Though this study does not lend itself as generalizable to the population of all teachers, important similarities may be discovered that are telling for the future practices of the university/state teacher preparation programs. Therefore, the research questions in this study were also designed to discover that if traditional programs do not prepare teachers—what does? Are there inherent teacher characteristics supporting the widely held belief that teachers are born, not made (Baird, 2005)? Analysis of this study's data does not seem to support this as the AC teachers overwhelmingly credited on-the-job training and pedagogy courses as being very helpful and indeed rated themselves more competent in both content subjects and teaching pedagogy after these experiences. While, the traditional route teachers reported gaining competence with experience also, they consistently claimed a higher degree of competence than the AC teachers in almost all areas.

To further explore the research concluding there is no difference in teachers certified through traditional routes and AC (Ehlert et al., 2006), the research questions in this study were designed to illuminate what experiences may lead to no difference between the two routes. Are these experiences for business and marketing teachers consistent with those reported in previous studies, which were non-specific to content areas? The current study revealed the most important factors for the business and marketing education teachers, who participated in alternative routes to certification, were on the job training (working as a teacher while in a program) and taking professional education courses, which is consistent with the factors discovered by previous research (Ehlert et al., 2006; Feistritzer, 2005).

Are the desirable characteristics of AC teachers such as maturity, experience, and innate teaching motivations (Ehlert et al., 2006) also true for business and marketing education? This premise does seem to be supported as the business and marketing teachers participating in this study cited age, maturity, and experience as key factors for their success and also claimed the number one motivation for them to teach was desire to work with young people. On the other hand, are the AC business and marketing teachers disillusioned or unsuccessful members of the overpopulated business industry?

While the AC teachers do not appear to have excessive career changes and do not report being out of work the year prior to becoming a teacher, many were surprisingly young when they decided to teach, indicating they did not spend significant time in a business industry profession prior to making the decision to teach. A few reported a motivation to change work, but most, again, cited a desire to work with young people. It is also worth noting that several of the teachers, though not asked directly about this, revealed through their comments that they were also coaching. In addition to the reported data, one cannot overlook the possible new information that could have been gathered from the 76% of the teachers who have disappeared from state records. Therefore, speculation of whether the AC teachers are disillusioned or unsuccessful members of the overpopulated business industry, or whether they are not, cannot be evaluated from this study.

Part of the perception of preparation includes investigation into the myriad of business and marketing subjects being taught in Missouri schools (MODESE, n. d.), and whether AC teachers feel adequately prepared in topics other than their native undergraduate field of study. Yet, though the survey results could be challenged by the

sometimes questionable validity of self reported data (Cervero & Wilson, 2006), the AC respondents in this study rated themselves mostly as “somewhat competent and prepared to teach” all business and marketing content subjects the first year, and “very competent and prepared to teach” them by the time of this survey after some experience.

Recommendations for Further Research

One must consider, initially, whether or not it is ever fair to compare non-equivalent groups (Miller, McKenna & McKenna, 1998) such as individuals with Bachelor’s degrees, with individuals with Master’s degrees due to the inherent experience and age differences, specific preparation experiences notwithstanding. Nonetheless, several recommendations for further research have arisen during this study. To focus on business and marketing teacher preparation specifically, perhaps it would be informative to compare alternatively certified teachers from other secondary subjects with business and marketing teachers, using the business and marketing teachers as the control group.

Given that there is concern about self reported data in this study, another interesting perspective might come from conducting a qualitative case study of successful business and marketing teachers from an alternative route to certification seeking to discover what made them successful and follow up with their administrators to gauge whether the perceptions of the administrators match those of the teachers. Previous studies (Ehlert et al., 2006) have attempted to discover the administrator perceptions for alternative teachers as a general group and have found they are likely to hire the AC teacher primarily because of their work experience and work ethic.

However, as mentioned previously, no less than three major suburban school districts in west central Missouri have established a policy to not hire AC teachers.

Perhaps a study specifically targeted toward administrators who hire AC business and marketing teachers would shed light on this unique population of teachers. It could also prove informative to delve into the reasons for the policy to not prefer AC teachers by those previously mentioned school districts, and to also ask whether those who have hired AC teachers had traditional route teachers available or not.

Much of the existing research on AC practices has focused on whether AC or TR teachers are more effective in the classroom and able to bring about learning (Baird, 2005; Darling-Hammond, 2005; Dill, 1996; Downing, Nickens, & Yao, 2007); Feistritzer & Chester, 2002; Haberman, 2001; Stafford, 2006). Camp and Heath-Camp (2007) assert “accomplished teachers possess what is sometimes called pedagogical knowledge...Such understanding is the joint product of wisdom about teaching, learning, students, and content” (p. 18).

However, additional studies need to be conducted to determine whether student learning is adversely affected while underprepared teachers practice on-the-job training, as previous research has been inconclusive in this regard (Darling-Hammond, 2001; Steadman & Simmons, 2007; Walsh & Podgursky, 2001). In addition, a future study could attempt to establish a cause and effect relationship between the characteristics, experiences, or program components and the propensity to bring about learning in an engaging and effective classroom. With this information, state certification departments, universities, and independent professional development entities would have the basis to design better programs that would serve all those concerned—state credentialing authorities, educational institutions, school administrators, teachers, and students. This

type of research could also help to create a model or interview questionnaire that would help predict candidate suitability for success.

And finally, a recommendation for further research would be to track the 76% of the business and marketing teachers who were granted new certification to teach during 2001 and 2008, but have since disappeared from state records, to determine their reasons for not persisting in the teaching profession. One university in West Central Missouri also reported an increasing number of individuals who have entered alternative preparation programs in business and marketing education (over 200) in 2008 to 2009, but who may not complete the program. Hence, a related investigation could track individuals who begin an alternative route to certification, but do not complete it. However, given that only 9% of the teachers who participated in the study represented those who came to certification by a route not including a professional teacher education program of any sort, undergraduate or graduate, one might wonder what preparation route is represented by the teachers who have apparently left teaching. Whether or not a significant portion of those who have disappeared might represent the population of AC teachers without an educational program to a greater extent will necessarily be left for a future study.

Conclusion

Based on the current study, findings for business and marketing alternatively certified (AC) teachers in the current study are not wholly consistent with research regarding the characteristics of AC new hires in general (Feistritzer and Chester, 2000). According to the general research regarding AC teachers, the AC new hires tend to be older people of diverse ethnic backgrounds, male, have academic degrees that are not in education, and have experience in other occupations. They are also willing to teach where

demand is the greatest, in the lower performing inner cities and rural areas (identified as having a 50% or higher free and reduced (F/R) lunch program), and in high-demand subject areas of which business and marketing education is not included.

By contrast, business and marketing AC teachers, according to this study, are predominantly white, female, aged 18 to 29, teaching in rural and large city schools equally, and not in poorer districts as identified by having 50% or higher F/R lunch rates. On the other hand, the study respondents who reported they *were* teaching in a high F/R lunch rate school were *all* from an alternative certification route. In addition, the empirical data for AC teachers in general suggests that teachers entering through alternative routes have higher retention rates than those entering from traditional college-based programs (Feistritzer and Chester, 2000; Tucker, 2004). This study found that TR and AC teachers were both inclined to remain teaching for at least 15 years longer.

Possible explanations given in previous research for a higher retention rate for the AC teachers include the following. First, they are older and more experienced individuals that have a strong commitment to helping young people learn and develop. Secondly, their preparation includes intense field-based training and instruction since they are in the classroom teaching every day. Thirdly, they have received on-the-job training under the guidance of a mentor, and they have received the support of college faculty, mentors, and their peers while actually teaching (Feistritzer, 2005). By contrast, new teachers from the traditional undergraduate preparation routes tend to receive little support and professional development in their first years of teaching (Tucker, 2004).

This study revealed similar characteristics among the teachers. A traditional undergraduate route teacher cited “my first two years of teaching were extremely hard

because I was given no resources by my school and I had totally different courses each year. This stressed me out and almost caused me to leave teaching.” This factor may provide a partial explanation for the 33% of all business and marketing teachers certified to teach in Missouri during 2001 and 2008 who were reported by MODESE as not having current assignments to schools in 2008. In addition, more than half of the teachers initially targeted for this study were no longer reported to be at any school district in Missouri, and another large portion of those remaining were actually not able to be located after phone calls to the districts where they were reported to be employed in 2008. According to Darling-Hammond and Sclan (1996), 33% to 40% of the individuals who graduate from college fully certified to teach do not go into teaching, and of those who do, as many as 50% leave within the first five years.

Overall, the characteristics and experiences of the teachers participating in this study were reportedly very similar between the two preparation categories, traditional and alternative route to certification. Both groups claimed to be motivated primarily by a desire to work with young people, and both attributed their work experiences, along with pedagogical courses, as being instrumental in their success. A missing component of the information discovered was the data that could have been revealed by the 83% of the teachers who could not be located and, therefore, may have left the teaching profession.

Missouri has joined other states in the practice of providing alternative routes to certification as a short-term solution that is helping leaders avoid dealing with the bigger issue of appropriate preparation of quality teachers (Argyris & Schon, 1999; Kotter, 1994). An alternative scenario describes the bigger issue as the leaky bucket theory (Ingersoll, 2003) whereas there is no shortage of certified teachers supposedly, rather a

shortage of certified teachers willing to stay in the profession. This research tends to suggest both issues as forces to be reconciled if the educational community is to take a proactive stance in the reformation of a system that is apparently not as operationally effective as it needs to be.

Breaking out of the current system and creating new knowledge will require new approaches and new ways of thinking about teacher preparation and credentialing. Japanese companies “believe that new and proprietary knowledge cannot be created without an intensive outside-inside interaction” (Nonaka & Takeuchi, 1995, p. 11). Organizations need to become comfortable with the concepts of vulnerability and establish trust relationships if collaboration and cultural change are to begin (Lencioni, 2002; Preskill & Torres, 1999). This process takes time and should be part of a strategy to gather and share data among all related stakeholders (Patton, 1997) regarding what teachers need to know, be able to do, and be like. Consequently, stakeholders should be involved in the program evaluation to arrive together at solutions for reformation.

However, change strategies in higher education are largely dependent on institutional culture (Kezar & Eckel, 2002; Tierney, 1988) that is highly resistant to change, and whose scholarly authority is constructed by sets of nested and overlapping communities of which professors are members (Bruffee, 1999). Additionally, a strong culture also exists in the American public educational system that will not change quickly. “The problem is not really a lack of innovation, but the enormous overload of fragmented, and uncoordinated, and ephemeral attempts at change” (Fullan & Miles, 1992, p. 745). “To create goals for education is to will that something occur. But goals, in the absence of a theory of how to achieve them, are mere wishful thinking” (p. 746).

This study revealed that the alternative certification practices for business and marketing teachers in Missouri is not necessarily filling a teacher shortage in the high needs districts and is only marginally providing for a more diverse teacher population to any large degree, but may be contributing slightly to this goal. The AC business and marketing teachers in Missouri, if generalizations are to be made from this study, perceived themselves to be less competent in the business content subject areas than the TR teachers when they began teaching and only somewhat competent after some experience. This argument is supported by a large-scale, longitudinal study finding uncertified and alternatively certified teachers to have a deleterious effect on student achievement (Darling-Hammond et al, 2005). In fact, an observation of comments offered by the respondents in this study's survey revealed a disturbing degree of grammatical and writing errors demonstrating a lower standard of communication and writing skill than is required of teachers, and particularly business and marketing teachers who teach business communication skills in the schools.

Though the alternative teachers, as well as the traditional teachers, cite altruistic motivations for entering and staying in teaching, there is a considerable unknown related to the majority of the certified teachers who are apparently no longer in the system. The alternative teachers are less likely to be involved in professional association activities and professional development, and they attribute their success in teaching to their work experience outside of teaching and the on campus professional education pedagogy courses they have taken. A phenomenon yet to be studied is the increase of pedagogy classes that are now available and being taken online through electronic course management software. A national business teacher education leader relates the following:

It is not known whether such new ventures [distance learning] broaden educational opportunities for under-served groups of people, or whether learning at a distance compromises learners' chances to actually become part of professional communities of teachers. Business teachers are not alone in experimenting with these new possibilities and their associated costs and risks. (Lambrecht, 2009)

Overall, alternative certification practices in Missouri business and marketing education, apart from teacher education graduate degree programs, do not appear to be particularly beneficial to the profession. A great many of this study's participants declaring success and promising longevity attribute much of that success to professional education courses along with on-the-job training. However even with the preponderance of AC teachers enrolled in graduate degree programs, they still exhibited a lesser degree of confidence in content and pedagogy topics than did their TR counterparts. Hence, teacher preparation programs should heed the suggestions to provide more realistic, in-school training opportunities for teacher candidates, but not forego formal pedagogy and content coursework. To accomplish this, university education programs will need to adopt a new relationship with the other stakeholders in teacher preparation and certification, namely, the state certification offices and the local district administrators.

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Appendix A

Survey Instrument

(Research Question 1: Intended purpose of alt cert routes)

1. Please indicate the academic degree(s) you hold providing your major, where you obtained the degree, and year of graduation.

Bachelor in education _____

Bachelor in other field _____

Master in Education _____

Master in other field) _____

Post Master's Degree _____

2. What is your area of certification? Please check all that apply.

Business Education

Marketing Education

Other: please list _____

3. Which of the following subjects do you teach primarily? If you now hold a position other than classroom teacher, please indicate the courses you taught previously.

Grades 5-8	Grades 9-10	Grades 11-12	Postsecondary
administration	business law		
accounting	keyboard skills		
economics	emerging business technologies		
business management	business communications		

marketing other

4. Which category most closely describes your ethnic race?

American Indian or Alaskan Native	Asian or Asian American
Black or African American	Native Hawaiian or Other Pacific Islander
Hispanic or Latino	White or Caucasian
Multiracial	

5. Please indicate your gender.

Male Female

6. What is the size of the community where you currently teach?

Rural area (less than 5,000)	Small town (5001 – 10,000)
Small city (10,001 – 20,000)	Medium city (20,001 – 100,000)
Large city (100,001+)	Suburban or outside central city

7. What size was the community where you were initially hired to teach using your business or marketing education certification?

Rural area (less than 5,000)	Small town (5001 – 10,000)
Small city (10,001 – 20,000)	Medium city (20,001 – 100,000)
Large city (100,001+)	Suburban or outside central city

8. Are you teaching in an urban area with 50% or higher F/R lunch rate?

Yes No

9. Are you teaching in a rural area with 50% or higher F/R lunch rate?

Yes No

10. How long do you plan to teach business and/or marketing education?

One year 2 years 3 years

4-5 years 5-9 years 10-14 years

15-20 years 20 or more years Undecided at this time

Not currently teaching business or marketing education

(Research Question 2: Preparation)

11. What was the formal route or preparation path to gaining your teacher certification that was granted between 2001 and 2008?

Traditional undergraduate college education program in Business Education

(Route to survey Part 3)

Traditional undergraduate college education program in Marketing Education

(Route to survey Part 3)

Undergraduate degree in a field other than Business or Marketing Education

(Route to Alternative Route survey)

Graduate education program with a prior bachelor's degree in a field other than education

(Route to Alternative Route survey)

Graduate education program with a prior bachelor's degree in education.

(Route to Alternative Route survey)

Other route

(Route to Alternative Route survey)

Alternative Route section

(Research Question 2: Preparation)

1. Please indicate the preparation route to certification that most closely describes your path to business or marketing certification.

MAT	Provisional	ABCTE	Don't know
TAC	NTI	Troops to Teachers	

2. How many semester hours of professional education college courses did you take during your alternative route program?

None	1-6 semester hours	
7-12 semester hours		13-18 semester hours
19-24 semester hours		25-30 semester hours
31+ semester hours		

3. How many semester hours of college courses in your content subject area did you take during your alternative route program?

None	1-6 semester hours	
7-12 semester hours		13-18 semester hours
19-24 semester hours		25-30 semester hours
31+ semester hours		

4. How long did it take you to become certified through the alternative route?

Less than 6 months	1 year	2 years
3 years	4 years	5 years
More than 5 years		

5. How helpful was each of the following components of your alternative certification program in developing overall competence to teach?

Very helpful Somewhat helpful Not very helpful Not a component

Teaching full-time as a teacher of record in a school during the program

Working with a mentor teacher in the school

Working with other school district staff/administrators

Working with peer colleagues in business and marketing education

Working with DESE staff in business and marketing education

Working with college faculty on campus

Working with college faculty in the school where I was teaching

Taking college campus-based courses in education methodology/pedagogy

Taking off-campus courses in education methodology/pedagogy

6. Please indicate the teaching components that you believe your professional experiences outside the classroom have specifically and significantly contributed to.

Planning lessons

Knowing what to teach when (curriculum development)

Knowing how to assess student learning

Real-world content beyond the curriculum

Classroom management

Other—please specify_____

(Research Question 3: Motivation)

7. Why did you NOT choose teaching as your first career choice?

Another field was more interesting

Another field promised to pay more

Family and/or parental influence

Other—please list _____

8. To what degree did parental/family influence affect your decision not to teach as a first career?

None or Very little influence

Somewhat of an influence

Great deal of influence

9. Would you have become a teacher if an alternate route to certification had not been available?

Yes, I would have completed a traditional teacher education program

Yes, I would have found a job in a private school or in a setting in which I did not have to be certified

No

Not sure

10. What were your most important variables in choosing an alternate route to teaching?

Very Important Somewhat important Not very important Not sure or N/A

Out-of-pocket costs

Length of AC Program

Receiving a teacher's salary & benefits

Being able to teach while getting certified

Convenience of course scheduling

Guidance from a mentor

School-based personnel

Guidance from college faculty

Being able to get a master's degree

The AC program fitting with my lifestyle

Cohort Program

Spend more time with my family

(Route to survey Part 3)

Continue Survey Part 3

(Research Question 3: Characteristics and traits)

1. What was your age at entry into an education program leading to certification?

18-29

30-39

40-49

50+

2. Please indicate your main activity the year before embarking on your teaching career.

Working in a professional occupation outside the field of education

Working in some other non-education job

Military service

Undergraduate student at a 4-year college or university

Graduate student at a 4-year college or university

Student at a community college

Caring for family members

Working as a substitute teacher or paraprofessional

Teaching subject(s) for which I needed to obtain additional certification

Teaching in a preschool or elementary school

Teaching in a private school

Teaching at a college or university

Working as an administrative assistant in education

Working in a position in the field of education, but not as a teacher

Unemployed and seeking work

Retired from another job

Other (please specify)

3. How many years teaching experience do you have in business or marketing education?

1-2

3-5

6-10

More than 10

4. How many years teaching experience do you have overall in any subject area?

1-2 3-5 6-10 More than 10

5. How many CAREER changes have you made in your life?

1-2 3-5 6-10 More than 10

6. Please list your previous non-teaching work experience(s), the type of positions you held before entering education, and how long you held these positions.

Career field Type of position Length of position

7. How much has taking professional education classes changed your perspective about teaching and/or learning compared with what you believed prior to taking the courses?

very little somewhat significantly N/A

(Research Question 4: Preparation for array of subjects)

8. Please indicate your perception of your competence (preparation) to teach in the following areas as a beginning teacher your first year compared with now. If you have only taught 1 year, skip the 'now' responses.

Ability to teach subject matter in the following:

Very competent/prepared Somewhat competent/prepared

Not very competent/prepared Not at all competent/prepared

Accounting first year Accounting now

Economics first year	Economics now
Business Management first year	Business Management now
Marketing first year	Marketing now
Business Law first year	Business Law now
keyboarding skills first year	keyboarding skills now
Computer Applications first year	Computer Applications now
Graphics and multimedia first year	Graphics and multimedia now
business communications first year	business communications now
Ability to motivate students first year	Ability to motivate students now
Manage personal time first year	Manage personal time now
Classroom management first year	Classroom management now
Classroom discipline first year	Classroom discipline now
Develop curriculum aligned with standards first year	
Develop curriculum aligned with standards now	
Organize instruction first year	Organize instruction now
Deliver appropriate instruction for different students first year	
Deliver appropriate instruction for different students now	
Use a variety of assessment strategies effectively first year	
Use a variety of assessment strategies effectively now	
Collaborate with fellow teachers first year	
Collaborate with fellow teachers now	
Deal with administrative hierarchy first year	

Deal with administrative hierarchy now

(Research Question 5: Professional Association participation)

9. Please indicate the professional associations you are an active member of.

MBEA/MoACTE? DECA/MCCA/MoACTE? Other (please specify)

10. How often do you attend the Missouri MoACTE conference in Springfield?

Every year Every other year
Occasionally Attended once Never attended

11. How often do you attend district or local association events?

Twice or more a year Once a year Occasionally
Typically do not attend Never attended

12. How often do you attend DESE workshops or professional development events OTHER THAN at the annual MoACTE conference?

Twice or more a year Once a year Occasionally
Typically do not attend Never attended

(Research Question 6: Motivation)

13. Please indicate your top four reason(s) for originally entering the teaching profession (choose no more than 4 please).

Preparation program in college appealed to me

Influence of a teacher or advisor in college

Life-long dream; never really considered anything else

One of the few professions available to me

Financial rewards

Need a second income in the family

Employment mobility

Sense of freedom in my own classroom

Job security

Spend more time with my family

Want a change from other work

Influence of a teacher in elementary or secondary school

Influence of teacher(s) in my family

Long summer vacation

Interest in subject-matter field

Value or significance of education in society

Desire to work with young people

Other (please list): _____

14. Please indicate your top four reason(s) for continuing to stay in the teaching profession (choose no more than 4 please).

Preparation program in college appealed to me

Influence of a teacher or advisor in college

Never really considered anything else

One of the few professions open to me

Financial rewards

Need a second income in the family

- Too much invested to leave now
- Employment mobility
- Sense of freedom in my own classroom
- Job security
- Spend more time with my family
- Want a change from other work
- Influence of a teacher in elementary or secondary school
- Influence of teacher(s) in my family
- Long summer vacation
- Interest in subject-matter field
- Value or significance of education in society
- Desire to work with young people
- Other (please list): _____

(Research Question 7: Influences)

15. What personal characteristics and/or preparation experiences do you perceive to have been the most influential to your success in teaching?

- | | |
|----------------------|--------------------------------|
| Work experiences | Professional Education courses |
| Content area courses | Age/maturity |
| Family influence | Parenting experiences |
| Peer support/mentor | Other—please list _____ |

16. Are there any other comments related to your preparation to teach or your success as a teacher that you would like to share?

Appendix B

Informed Consent Form

Identification of Researcher: This research is being conducted by Ruthann Williams, University of Central Missouri (UCM), Department of Career and Technology Education, Business Teacher Education program coordinator. I am an Educational Leadership & Policy Analysis doctoral candidate at the University of Missouri-Columbia.

Purpose of the Study: The purpose of this study is to investigate business and marketing education teacher preparation and certification in Missouri. Through the performance of this study, teacher certification preparation routes, both traditional and alternative, and the perception of characteristics, experiences, and motivation of teachers will be identified.

Request for Participation: I am inviting you to participate in this study dealing with the preparation route of Missouri Business and Marketing Education teachers who were granted certification from 2001 to 2008. Participation in the study is voluntary. If you decide not to participate, you will not be penalized in any way. You can also decide to exit the survey at any time without penalty. If you do not wish to answer any of the questions asked by survey, you may simply choose not to respond. You may withdraw your consent to have your survey responses included in the study at the end of the survey by simply not submitting your responses.

Exclusions: You must be at least 18 years of age to participate in this study.

Description of Research Method: The research study involves personal responses to survey items regarding participants' perceptions and experiences while engaged in the Business and/or Marketing Education certification preparation in Missouri. The 26-36 item survey will be completed online within a two-week period of time at the convenience of the participant using any personal computer with Internet access. Submission of the survey will indicate informed consent of the participant. To protect anonymity of respondents, digital survey responses will be collected by the survey manager without recording any identifiable information that could be used to track individual responses to any particular participant.

Privacy: All of the information collected will be confidential. Individual response data and findings will not be linked to individual participants. Once received, responses will be kept confidential and used only for summative analysis of characteristics and traits of Missouri business and marketing teachers. Data will be aggregated and categorized. Data from individuals that may be used in the study findings will be reported using pseudonyms. Survey responses will be kept in a secure electronic file in the researcher's office and will be destroyed at the end of this study.

Explanation of Risks: The risks associated with participating in this study are similar to the risks of everyday life.

Explanation of Benefits: Study participants will benefit by gaining a deeper understanding of the influence, or lack thereof, that their preparation route to certification may have in their perceived success or fulfillment in teaching.

Data Use: The data produced by this study will be included in a dissertation report to the University of Missouri-Columbia, presented at state and national conferences, and potentially published in a peer-reviewed journal. By submission of the study survey, you are giving permission to the researcher to use the information you provide in the survey as described.

Questions: If you have any questions about your rights as a participant in this study, please contact the University of Missouri-Columbia, Campus Institutional Review Board, 483 McReynolds Hall, Columbia, MO, 65211 (573-882-9585).

Thank you for participating in the study.

Ruthann Williams
Business Teacher Education Program Coordinator
University of Central Missouri
660.543.8651

I have read this letter and agree to participate in the study by proceeding to the survey link at http://www.surveymonkey.com/business_marketing

Appendix C

Letter of Invitation to Participate

Date

Dear colleague:

My name is Ruthann Williams and I am completing a doctoral dissertation with the University of Missouri-Columbia in Educational Leadership. I would very much appreciate your assistance by participating in a short survey administered to individuals earning Business Education or Marketing Education certification in Missouri between 2001 and 2008.

If you no longer hold a teaching position in business or marketing education, your responses reflecting upon your experiences will still be extremely helpful. The purpose of this study is to discover the various preparation routes and experiences of Missouri Business and Marketing education teachers and to reveal insights that could inform future teacher preparation programs.

The 27-37 item survey may take 10 to 20 minutes for you to complete, and your identity will not be tracked or revealed. Your considered responses will help inform this study regarding teacher preparation in Missouri Business and Marketing education. The study findings will be shared at the MoACTE conference within the next 1-2 years.

If you would agree to help with this valuable study, please read the Informed Consent that is attached and proceed to complete the survey at the following link.

Thank you for your assistance,

Ruthann Williams
Business Teacher Education Program Coordinator
University of Central Missouri
660.543.8651

VITA

Ruthann Williams was born in Missouri and went to primary and secondary public school in the Missouri counties, Pike, Shelby, and DeKalb, before entering Northeast Missouri State University (now Truman State) in Kirksville, Missouri. Ruthann then transferred to Missouri Western State College in St. Joseph, Missouri and earned a B. S. E. in Business Education in 1987. Upon graduation, Ruthann took a position teaching in a Missouri secondary school and entered Central Missouri State University's Master's Degree program. After earning a M. S. E. in Business Education and Office Administration in 1990, Ruthann was employed by CMSU as an instructor.

Ruthann has been with CMSU (now the University of Central Missouri, UCM) since 1990 with the exception of six years that were taken to return to the public school system as an A+ Grant Coordinator and a Computer Technologies supervisor. Ruthann was promoted to Assistant Professor and Coordinator for the Business Teacher Education program at UCM in 2005, a position still held at the time of this dissertation.

Ruthann has been named as a Who's Who in Missouri Business Education and has served on Missouri Business Education committees. Ruthann has also served as a district association president and has presented many training workshops for the Missouri Department of Elementary and Secondary Education (MODESE).