

DISPOSITIONS AND PERCEIVED PREPAREDNESS OF TEACHER CANDIDATES IN TRADITIONAL UNDERGRADUATE TEACHER EDUCATION, MASTER'S WITH LICENSURE, AND ALTERNATIVE LICENSURE PROGRAMS

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This study compares the dispositions and perceived preparedness of three teacher preparation programs: traditional, masters, and alternative licensure. We specifically investigated whether teachers in alternative licensure programs have the dispositions and perceived preparation essential for teaching. Each program was examined to identify predictors of preparation and disposition for teaching. MANOVA results indicated no significant differences ($p < .05$) for perceived preparedness for the three programs. There were, however, significant differences found for program and the construct ethics and justice within dispositions indicating that candidates in master's with licensure program reporting higher levels of ethics and justice than the alternative licensure candidates.

This study compares the dispositions and perceived preparedness of three teacher preparation programs: traditional undergraduate teacher education, master's with licensure, and alternative licensure. The type and value of different types of teaching certifications has been scrutinized since the 1960s. Even though alternative licensure programs have been criticized for their value, there are not many substantive studies investigating their effectiveness (Miller, McKenna, & McKenna, 1998), and the few studies that have been done have produced contradictory evidence. In this study we specifically investigated whether teachers in alternative licensure programs have the dispositions and perceived preparation essential for teaching. We also examined each program to identify predictors of preparation and disposition for teaching. Considering the dearth of literature on perceived preparedness and disposition of teacher education candidates, this

study adds to this body of knowledge by determining if there are significant differences in the perceived preparedness and dispositions of teacher candidates in these three programs.

Routes to Teaching

In this paper, we will discuss three types of teacher certification: traditional undergraduate teacher education program, master's with licensure program, and alternative licensure. Each of these teacher certification programs differs in terms of course requirements, amount of student teaching, and duration of study. See Table 1 for requirements for the different routes to teacher certification. Traditional undergraduate teacher education programs require a bachelor's degree in education and completion of student teaching under supervision of a mentor (Qu & Becker, 2003). Master's with licensure programs are an

extension of the traditional undergraduate teacher education programs, and require a bachelor's degree in education and graduate level coursework along with a fifth-year public school internship (Kern & Mason, 1998). The alternative licensure program requires students to hold a bachelor's degree in any related field; complete a year-long sequence of education courses; complete a year of student teaching; be employed in a full time teaching job; and meet other criteria, such as having a GPA of 2.5 (Guyton, Fox, & Sisk, 1991; Qu & Becker, 2003). Further, alternative certification programs have shortened pre-service

training programs, provide quick entry into the teaching field with jobs, and include working with a mentor during the first year of teaching (Hawley, 1990). An effort to certify candidates from other professions such as math and engineering was the basis for the alternative licensure program (Shepherd & Brown, 2003). They are also attractive to participants because of having fewer hours of commitment and less tuition compared to traditional certification programs, and candidates can complete them while working full time as a teacher (Peske, 2002).

Table 1
Requirements for the different routes to teacher certification

| Types of Certification | Traditional | Masters | Alternative |
|------------------------|-------------|----------------------|--|
| Bachelors degree | Education | Education | Subject matter major |
| Education courses | Yes | Yes | Yes |
| Student Teaching | Yes | Yes | Yes (while employed full time as a teacher in a school district) |
| Length of the program | 4-5 years | 5 + student teaching | 1 year or less |

As of 2002, 45 states have adopted some type of alternative licensure program (Baines, McDowell, & Foulk, 2001; Rose, 2002) that accommodates prospective candidates on the fast track towards attaining licensure. Ineffective and drastic efforts have been made to train and recruit teachers through the alternative method primarily as a way to combat teacher shortages (Freytag, 2002), resulting in a group of under-qualified teachers who have been exposed to an enormous breadth of information with little or no depth (Freytag, 2002; McDiarmid & Wilson, 1991). In addition, the hope that scientists and engineers might become educators has proved unfounded (Humphrey & Wechsler, 2005; Zienteck, Capraro & Capraro, 2006). Compounding this dilemma, almost 30 percent of these teachers choose to leave the field in the first five years (Darling-Hammond,

2001). According to Berry (2001), alternative licensure programs cannot be compared to the traditional programs in terms of content, length, thoroughness, and support for learning how to teach, due, in part, to the pressure of course requirements added to the students' regular teaching responsibility. Further, students in the alternative programs are typically placed in classrooms that are the most challenging and consist of a significant number of disadvantaged learners (Berry, 2001; Wayman, Foster, Mantle-Bromley, & Wilson, 2003). While alternative licensure students are required to work with a mentor, most often, these were not available (Berry, 2001). Critics of alternative certification advocate a more formal, pre-service preparation, emphasize the importance of pedagogical training, and assert that higher professional standards are

the key to attracting more candidates and raising the quality of teaching (Darling-Hammond, 1997, 2000; Hawley, 1990). On one hand, several studies have revealed positive effects of teacher education and certification on student achievement (Darling-Hammond, 1997, 2000; Hawley, 1990; Goldhaber & Brewer, 2000; Wenglinsky, 2000), but, on the other hand, proponents argue that alternative candidates with desirable certification may improve the quality of teaching by attracting candidates who are mature, expert in their content area, and have a history of professional and academic achievement (Ballou & Podursky 1994; Feistritzer, 1994).

Several studies have revealed a positive impact of alternative certification in classroom effectiveness, diversity of teacher educators, student achievement, and in teaching critical subject areas (Adelman, 1986; Miller, McKenna, & McKenna, 1998; Roach & Cohen, 2002). Similar conclusions have been derived by other researchers (Dewalt & Ball, 1987; Guyton, Fox, & Sisk, 1991).

Contradictory evidence obtained by Qu and Becker (2003) during a meta-analysis conducted on 24 studies revealed that, overall, there was no difference in performance of traditionally certified teachers and alternatively certified teachers, the latter of whom had less training. One distinguishing predictor of program effectiveness was found to be the location of the teacher training program, rather than the content and duration of the training itself. The meta-analysis revealed that teachers with traditional certificates outperformed teachers with alternative certificates in some states, but not in others (Qu & Becker, 2003). Further, the study showed consistency within five of the seven states studied. A strong difference existed between states with Arizona and New Hampshire showing strong preference towards traditionally certified teachers, and California and Texas showing preference for alternative-routes. Since each state has different certification rules, a future study investigating these differences in requirements will be beneficial. Qu and Becker report that, because the studies contain contradictory evidence, further

research is needed to understand if the candidates in the three programs have the disposition and perceived preparedness to teach.

Teacher Preparedness

How well prepared do teacher candidates feel after completing one of the three programs? According to the National Center for Educational Statistics (NCES, 2004), teachers' feelings of preparedness are one important indicator of the extent to which they are ready to meet the challenges that characterize their profession. Based on the Interstate New Teacher Assessment and Support Consortium Standards (INTASC), teacher candidates should be prepared according to the principles in the following nine areas: student learning and development, diversity, instructional strategies, motivation, communication, instructional planning, assessment, reflection, and social context and professionalism (Council of Chief State School Officers, 2004).

A lack of support and preparation in teacher education was demonstrated in a study initiated through the Metro State College, the Colorado Partnership for Educational Renewal, and the Research and Development Center for the Advancement of Student Learning at Colorado State University. Designed to study the short and long-term experiences associated with this alternative licensure route, the study compared first year teaching concerns of a Teachers in Residence (TiR) group with a group of traditionally prepared teachers. These TiR are non-licensed teachers working in schools as fully invested first-year teachers while earning a license (Wayman, Foster, Mantle-Bromley, & Wilson, 2003, p. 35). Two hundred and thirty-seven first year teachers who received their teacher preparation in traditional teacher licensure programs in Colorado and 154 first year teachers in the Metro State College alternative Teachers in Residence (TiR) program were asked to complete a survey to assess general areas of concern for beginning teachers. The results of this study revealed that alternative-licensed teachers indicated a higher level of

concern in some areas, specifically, in the dimensions of effective instruction and classroom management (Wayman, Foster, Mantle-Bromley, & Wilson, 2003).

Teacher Dispositions

While being prepared to teach is important, having the disposition to teach is equally important. Dispositions critical to teaching include attitudes towards students and expectations for student achievement. In addition, the National Council for Accreditation of Teacher Education (NCATE, 2007) defines dispositions as being guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

While attitude and disposition have similar meanings, these studies did not examine the wide variety and scope of the attitudes that are found in the INTASC dispositions. For instance, Sokal, Mowat and Smith (2003), in a study of 82 alternative-licensure teacher candidates, found that alternatively certified teachers did not follow the same trajectory of attitudes toward classroom management as traditionally prepared teachers, revealing a significant difference in attitudes amongst members of the two groups. The study reports that alternative certified teachers were less interventionist when dealing with behavior management issues in the classroom. Yet another study by Norton and Andersen (1997) on 216 first-year teachers from 11 states and 28 school districts revealed that attitudes of alternative teachers toward teaching improved as the school year progressed, while attitudes of traditional teachers declined in the same time frame. However, there was no difference in the teacher performance rating, as measured by their local education agency's performance evaluations instrument, between the first year alternative and traditional teachers. This study further revealed that teachers with alternative certification had a significant retention edge over the traditionally prepared teachers. Likewise, Guyton, Fox, & Sisk (1991) found that alternatively licensed teachers fared

similarly to traditional teachers on almost all measures of teaching attitude. There is need for more research in the area of dispositions of alternative certified teachers.

Present study

As our knowledge about what attitudes, values and beliefs (now termed dispositions) has grown, so has the need to ensure that the INTASC Standards are addressed and measured in all of our new teachers. This certainly includes those teachers coming into the classroom via alternative routes. This study investigates the possible differences and shortcomings of the three different ways to prepare new teachers in terms of dispositions and perceived preparedness. This study was conducted as part of the effort to ensure that our nation's children are all receiving their education from highly qualified teachers with the hope that the findings will be used to inform and improve all paths toward teacher certification and licensure. Given the current literature, we hypothesized that there would be no significant difference regarding dispositions or perceived preparedness between teachers in traditional undergraduate teacher education, master's with licensure, and alternative licensure programs.

METHOD

An instrument was developed using the ten principles of INTASC standards that have been adopted by the State of Ohio. Items were gathered that addressed the dispositions critical to teaching and included questions on attitudes towards students and expectations for student achievement. Items for perceived preparedness included questions that addressed content area, student learning and development, diversity, instructional strategies, motivation, communication, instructional planning, assessment, reflection, and social context and professionalism.

For the section on perceived preparation, the instrument featured a 5-point Likert scale response format, ranging from very satisfied to very

dissatisfied. For the section on disposition, the 5-point Likert scale response format ranged from very important to very unimportant. In addition, the instrument contained four open-ended questions. Also collected was demographic data pertaining to gender, grade point average (GPA), number of hours completed, and program affiliation.

Program coordinators of the three teacher preparation programs were contacted to locate the faculty members of the courses taken by these students. Faculty were recruited from the three programs through e-mail. When approval was gained, the researchers distributed and administered the survey along with the consent form in the respective classrooms. The data was collected from a Midwestern University. The respondents included 86 teacher candidate students from the fourth year of their traditional undergraduate teacher education program, corresponding to a response rate of 70%, 55 students in the fifth year of the master's with licensure program, corresponding to a response rate of 81%. For the alternative program, 30 responses were obtained and seven responses were received by mail, corresponding to a combined response rate of 45%. As the students in the traditional undergraduate teacher education program have the option of taking graduate classes and applying to the master's with licensure program in their fourth year, there is an overlap of students between these two programs. Because of the high mobility of students in these two programs, the total number of students in each of these programs is approximated. Traditional students reported an average GPA of 3.48 and with an average of 150 hours completed, master's with licensure students reported an average GPA of 3.47 and with an average of 76 hours completed, and alternative licensure students reported an average GPA of 3.73 with an average of 14 hours completed.

RESULTS

Internal consistency was used to establish the reliability of each subscale. The internal consistency of items on the instrument was assessed using Cronbach's alpha computed separately for disposition (.96), perceived preparedness (.85), and the overall internal consistency (.95) supporting the internal consistency for all measures. Three experts, educators working extensively with the three teacher education preparation programs, assessed the content validity. The instrument was reorganized and the experts were asked to categorize the individual items into disposition and perceived preparedness, based on the definition provided. The experts' ratings were compared with the theoretical rating and the kappa coefficient (κ) of agreement was calculated as .599.

Factor analysis was used to summarize the data, yielding three components for preparation and seven components for disposition. The three components identified for preparation were teaching, student learning, and professionalism. The seven components for disposition identified were (1) belief that all students can achieve, (2) reflection of practice, (3) classroom atmosphere, (4) ethics and justice, (5) professional development, (6) valuing students as individuals, (7) valuing their discipline (content area). Table 2 shows the statistical summary of estimate for each of the components of perceived preparedness and dispositions.

Table 2

Summary of estimate for Perceived Preparedness and Dispositions

| Component | Program | Estimated Mean | Standard Error | F | p |
|---------------------------------|---|-----------------------|-----------------------|----------|----------|
| Perceived Preparedness | | | | | |
| Teaching | Traditional Undergraduate Teacher Education | -.03 | .8 | .047 | .829 |
| | Masters with License | -.04 | .9 | | |
| | Alternative Licensure Program | .11 | 1.45 | | |
| Student learning | Traditional Undergraduate Teacher Education | .03 | .84 | .109 | .897 |
| | Masters with License | -.05 | 1.18 | | |
| | Alternative Licensure Program | .01 | 1.08 | | |
| Profession | Traditional Undergraduate Teacher Education | -.04 | .97 | 1.929 | .148 |
| | Masters with License | -.12 | 1.2 | | |
| | Alternative Licensure Program | .28 | .66 | | |
| Dispositions | | | | | |
| Belief all students can achieve | Traditional Undergraduate Teacher Education | .13 | .58 | 1.878 | .156 |
| | Masters with License | -.05 | 1.19 | | |
| | Alternative Licensure Program | -.23 | 1.37 | | |
| Reflection of practice | Traditional Undergraduate Teacher Education | -.44** | .04** | 1.067 | .346 |
| | Masters with License | -.42** | .04** | | |
| | Alternative Licensure Program | -.55** | .05** | | |
| Classroom atmosphere | Traditional Undergraduate Teacher Education | .10 | .85 | 1.792 | .170 |
| | Masters with License | .01 | 1.10 | | |
| | Alternative Licensure Program | -.27 | 1.12 | | |
| Ethics and justice | Traditional Undergraduate Teacher Education | -.33** | .29** | 4.082 | .019* |
| | Masters with License | -.2** | .36** | | |
| | Alternative Licensure Program | -.38** | .35** | | |

Table 2 (continued)

| | | | | | |
|-------------------------------------|---|------|------|-------|------|
| Professional development | Traditional Undergraduate Teacher Education | .09 | .99 | .646 | .525 |
| | Masters with License | -.09 | 1.11 | | |
| | Alternative Licensure Program | -.06 | .86 | | |
| Value each student as an individual | Traditional Undergraduate Teacher Education | .17 | 1.14 | 2.873 | .059 |
| | Masters with License | -.09 | .78 | | |
| | Alternative Licensure Program | -.27 | .87 | | |
| Value their discipline | Traditional Undergraduate Teacher Education | -.09 | .90 | .746 | .476 |
| | Masters with License | .04 | 1.16 | | |
| | Alternative Licensure Program | .14 | .95 | | |

N=178, *p<.05, ** after log transformation

MANOVA was used to analyze the program effect on perceived preparedness and dispositions. Assumptions of MANOVA testing for perceived preparedness were met. MANOVA results indicated no significance at p-value (p) <.05 for perceived preparedness.

When testing for homogeneity of covariance matrices for disposition, there was a violation and, consequently, a log transformation was used to correct the violation. MANOVA results were found to be approaching significance (Wilks' $\Lambda = 2.252$, $F(4, 348) = 2.258$, $p = .063$). However, the construct ethics and justice within dispositions was found to be statistically significant at the .05 level. The Tukey post hoc test results for the component of ethics and justice indicated that candidates in the master's with licensure program reported having statistically higher levels of ethics and justice than the alternative licensure candidates. However, there was no significant difference between traditional undergraduate teacher education and alternative licensure program, nor between traditional undergraduate teacher education and master's with licensure program.

DISCUSSION

This study was conducted to learn if a difference exists in the dispositions and perceived preparedness of teacher candidates in traditional undergraduate teacher education, master's with licensure, and alternative licensure programs. The results suggest that there are no significant differences in perceived preparation, meaning that there are similar perceptions of preparedness held by students in the three types of programs. The results were found to be approaching significance for the disposition of ethics and justice. It was indicated that candidates in master's with licensure programs reported having higher levels of ethics and justice than the alternative licensure candidates. This fact points to the master's with licensure candidates being required to take a greater number of classes than the alternative licensure students. Further these candidates in the masters with licensure program are required to take the courses: Schooling and Teaching in America and Social Inequalities. Schooling and Teaching in America explores the "critical analysis of the development and structure of schooling in the United States, exploring the political decisions and conflicts, cultural interactions and collisions, and

economic changes” (Course Descriptions, 2006, p. 18). Additionally, the course on Social Inequalities explores the “social inequalities in the practice of education and contemporary approaches for achieving social equity” (Course Descriptions, 2006, p. 18). The content in these two courses address professional standards, that is, students learn about and are asked to adhere to the code of ethics in teaching. The courses also explore the preparation of committed, caring, and competent teachers, with specific references to social justice issues.

In the context of the larger body of research within which this study can be placed, the results are consistent with the overall other evidence that has been found. The potential limitations of this study include the size of the sample, the geographic location of the teacher education programs, and the demographics of the participants. While high response rates were attained from the traditional undergraduate and master’s with licensure programs, a larger sample of students in alternative programs may suggest different findings. This study was located within one teacher education preparation institution. Combining the results of studies done in several institutions would make the findings more generalizable. Further, the fact that students in alternative licensure programs by nature tend to be older may provide additional explanations for the results, which may be influenced by the life

experiences and developmental maturity of the participants rather than by the experience in the program itself.

The survey utilized was developed from the INTASC principles. Because these principles are relatively new, not many substantive studies have been conducted on this topic. On one hand, several studies have revealed positive effects of teacher education and certification on student achievement (Darling-Hammond, 1997, 2000; Hawley, 1990; Goldhaber & Brewer, 2000; Wenglinsky, 2000), but on the other hand, proponents argue that alternative certification programs can develop highly competent and qualified teachers, have a positive impact on student achievement, attract candidates who are mature, are expert in their content area, and have a history of professional and academic achievement (Ballou & Podgursky, 1994; Gimbert, Cristol, Wallace, & Sene, 2005; Miller, McKenna, & McKenna, 1998). Since the alternative route to teacher certification is a common answer to address teacher shortages, there is a need for further studies that examine the attitudes, values, and beliefs of these teacher candidates. The present study is exploratory and establishes the need for further research in understanding the dispositions and perceived preparedness of teacher candidates in these three types of programs.

APPENDIX 1

Survey: Dispositions and Perceived Preparedness of Teacher Candidates in Traditional, Master's and Alternative Licensure Programs

Dispositions and Perceived Preparedness of Teacher Candidates in Traditional, Master's and Alternative Licensure Programs

This study will allow the investigator to understand teacher perceptions of their preparation through their program, as well as a look into the teaching dispositions they hold important. The investigator intends to analyze the experiences and attitudes of teachers in Traditional, Master's and Alternative Licensure Programs. The survey will take not more than 15 minutes to complete. By completing this questionnaire, I indicate my consent to participate in the study.

Demographic Data

Gender _____ Approximate GPA _____

Number of hours completed in program _____

What College of Education are you attending? University of Akron _____
Ohio State University _____
University of Cincinnati _____

Through which program will you earn your teaching license?
Traditional Undergraduate Teacher Education _____
Master's with Licensure _____
Alternative Licensure _____

How many courses do you still need to take for Licensure _____

Have you taken Praxis 2 PLT _____ or Early Childhood 0020 _____

Have you done any student teaching or classroom teaching yet? (do not include field experiences) _____. If so, how much? _____

Part A. The following items are the 10 Principles from the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards adopted by the State of Ohio.

| Fill in the bubble, after each item, that best describes your level of satisfaction with your teacher education program in addressing these issues. | Very Satisfied | Somewhat Satisfied | Neutral | Somewhat Dissatisfied | Very Dissatisfied | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1a. I understand the central concepts, tools of inquiry, and the structures of the discipline(s) I will teach. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1b. I can create learning experiences that make subject matter meaningful for students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2a. I understand how children learn and develop. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2b. I can provide learning opportunities that support students' intellectual, social, and personal development. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3a. I understand how students differ in their approaches to learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3b. I can create instructional opportunities that are adapted to diverse learners. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Fill in the bubble, after each item, that best describes your level of satisfaction with your teacher education program in addressing these issues. | Very Satisfied | Somewhat Satisfied | Neutral | Somewhat Dissatisfied | Very Dissatisfied | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 4. I understand a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5a. I have an understanding of individual and group <u>behavior</u> to help me create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5b. I have an understanding of individual and group <u>motivation</u> to help me create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I will use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I will plan instruction based upon knowledge of subject matter, the community, and curriculum goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I understand and can use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9a. I will be a reflective practitioner who continually evaluates the effects of my choices and actions on others (students, parents, and professionals in the learning community). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9b. I will actively seeks out opportunities to grow professionally. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I will foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part B. The following items are the Dispositions from each of the 10 Principles from the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards adopted by the State of Ohio.

| Fill in the bubble, after each item that best describes the importance of this belief to you as a teaching professional. | Very Important | Somewhat Important | Neutral | Somewhat Unimportant | Very Unimportant | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1a. I realize that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1b. I seek to keep abreast of new ideas and understandings in the field. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2a. I appreciate multiple perspectives. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2b. I convey to learners how knowledge is developed from the vantage point of the knower. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3a. I have enthusiasm for the discipline(s) I teach. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3b. I see connections between the discipline(s) I teach and everyday life. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4a. I am committed to continuous learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4b. I engage in professional discourse about subject matter knowledge and children's learning of the discipline. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5a. I appreciate individual variation within each area of development. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5b. I show respect for the diverse talents of all learners. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5c. I am committed to help diverse learners develop self-confidence and competence. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I am disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Fill in the bubble, after each item that best describes the importance of this belief <u>to you as a teaching professional</u> . | Very Important | Somewhat Important | Neutral | Somewhat Unimportant | Very Unimportant | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 7. I believe that all children can learn at high levels and persist in helping all children achieve success. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I am committed to the pursuit of "individually configured excellence." | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I respect students as individuals with differing personal and family backgrounds and various skills, talents, and interests. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I am sensitive to community and cultural norms. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I make students feel valued for their potential as people, and helps them learn to value each other. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. I value the development of students' critical thinking, independent problem solving, and performance capabilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. I value flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14a. I take responsibility for establishing a positive climate in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14b. I participate in maintaining such a climate in the school as whole. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. I understand how participation supports commitment, and am committed to the expression and use of democratic values in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I value the role of students in promoting each other's learning and recognize the importance of peer relationships in establishing a climate of learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. I recognize the value of intrinsic motivation to students' life-long growth and learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18a. I am committed to the continuous development of individual students' abilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18b. I consider how different motivational strategies are likely to encourage the development of individual student abilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. I recognize the power of language for fostering self-expression, identity development, and learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20a. I value many ways in which people seek to communicate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20b. I encourage many modes of communication in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. I am a thoughtful and responsive listener. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22a. I appreciate the cultural dimensions of communication, and respond appropriately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22b. I seek to foster culturally sensitive communication by and among all students in the class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. I value both long term and short term planning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. I believe that plans must always be open to adjustment and revision based on student needs and changing circumstances. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. I value planning as a collegial activity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26a. I value ongoing assessment as essential to the instructional process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26b. I recognize that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. I am committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. I value critical thinking and self-directed learning as habits of mind. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. I am committed to reflection, assessment, and learning as an ongoing process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Fill in the bubble, after each item that best describes the importance of this belief <u>to you as a teaching professional.</u> | Very Important | Somewhat Important | Neutral | Somewhat Unimportant | Very Unimportant | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 30. I am willing to give and receive help. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. I am committed to seeking out, developing, and continually refining practices that address the individual needs of students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. I recognize my professional responsibility for engaging in and supporting appropriate professional practices for myself and my colleagues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. I value and appreciate the importance of all aspects of a child's experience. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. I am concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and am alert to signs of difficulties. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. I am willing to consult with other adults regarding the education and well-being of my students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. I respect the privacy of students and confidentiality of information. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part C. Your thoughts on your Preparation as a Teacher

1. What do you feel is lacking in your teacher preparation?

2. What are some specific strengths and weaknesses of your program?

3. What concerns do you have about your readiness to teach?

4. How do you feel your teacher preparation program could be improved?

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