

APPENDIX A

Alternative Certification Status by State			
State	Status of Alternative Certification	Contact	Agency
Alabama	In place	June Mabry	Alabama Department of Education
Alaska	Not using	Julie Osborn	Alaska Department of Education
Arizona	In place	R. Berkley Lunt	Arizona Department of Education
Arkansas	In place	Ron Tolson	Arkansas Department of Education
California	In place	Michael Mckibbin	CA. Commission on Teacher Credentialing
Colorado	In place	Olivia Robbins	Colorado Department of Education
Connecticut	In place	Abigail Hughes	Connecticut Department of Education
Delaware	In place	Barbara Van Dornick	University of Delaware
District of Columbia	In place	Yvonne Hold	District of Columbia Department of Education
Florida	In place	Kathryn S. Hebda	Florida Department of Education
Georgia	In place	Margaret Torrey	Georgia Professional Standards Commission
Hawaii	Considering	Clara Burrows	Hawaii Department of Education
Idaho	In place	Michael Stefanic	Idaho Department of Education
Illinois	In place	Dr. Rob Sampson	Illinois State board of Education

Note. Data source- (National Center for Education Information, 2001)

Appendix A (Continued)

Indiana	Considering	Elizabeth Schurtz	Indiana Professional Standards Board
Iowa	Considering	Orrin Nearhoof	Iowa Board of Educational Examiners
Kansas	Not considering	Ken Bungert	Kansas Department of Education
Kentucky	In place	Kr. Susan Leib	Kentucky Department of Education
Louisiana	In place	Robert Crew	Louisiana Department of Education
Maine	In place	Nancy Ibarguen	Maine Department of Education
Maryland	In place	Janet Marsh or Virginia Pilato	Maryland Department of Education
Massachusetts	In place	Dennis DiCarlo	Massachusetts Department of Education
Michigan	In place	Ghada Khoury	Michigan Department of Education
Minnesota	In place	Judith Wain	Minnesota Department of Education
Mississippi	In place	Carolyn Alexander	Mississippi Department of Education
Missouri	In place	John Miller	Missouri Department of Education
Montana	Not considering	Marilyn Roberts	Office of Public Instruction
Nebraska	In place	Robert Crosier	Nebraska Department of Education
Nevada	Proposing alternatives	Jan Hamilton	Nevada Department of Education
New Hampshire	In place	Alexander Blastos	New Hampshire Department of Education
New Jersey	In place	Ida B. Graham	New Jersey Department of Education
New Mexico	In place	Marilyn Scargall	New Mexico Department of Education

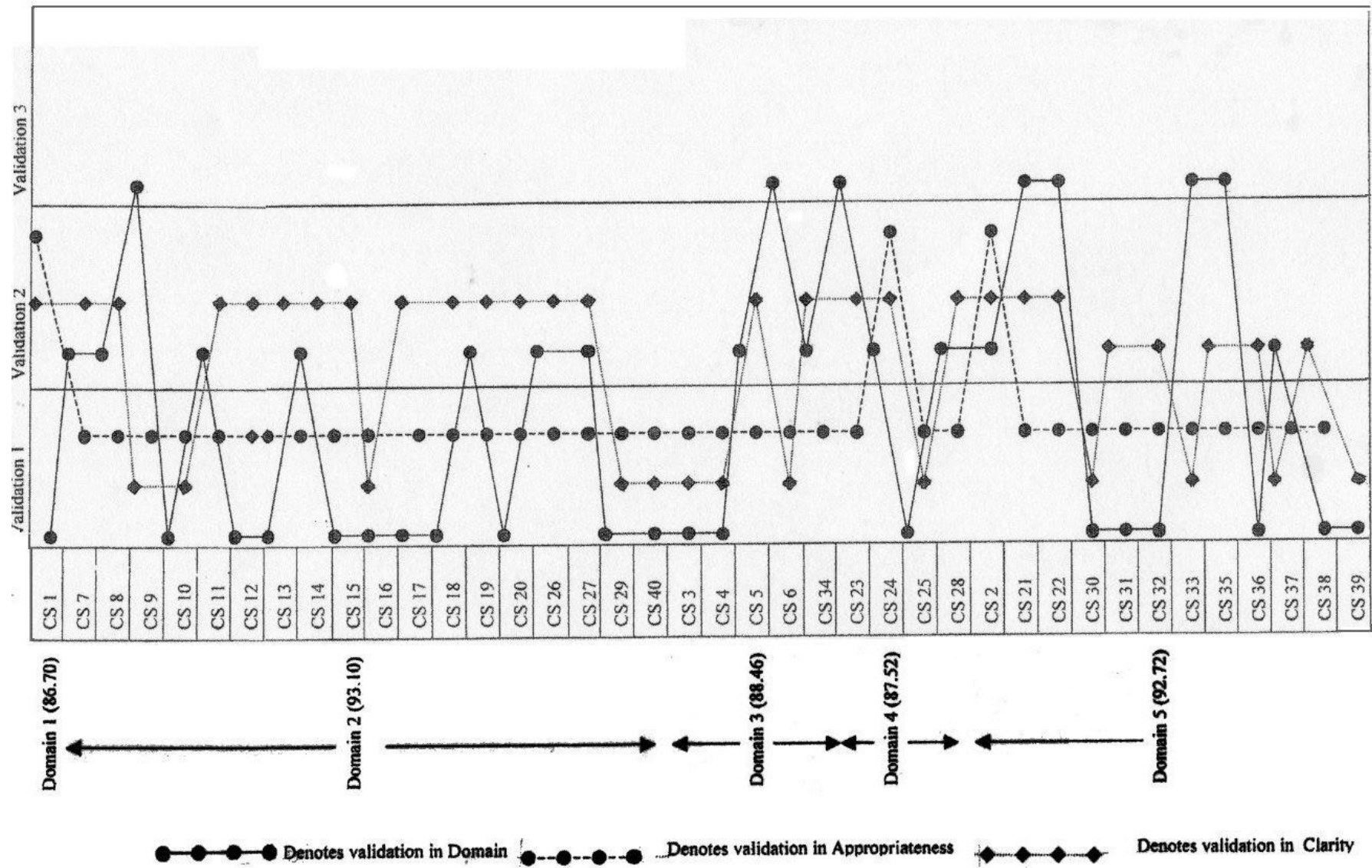
Appendix A (Continued)

State	Status of Alternative Certification	Contact	Agency
New York	In place	Sanford E. Lake	New Education Department
North Carolina	In place	Van Brock Murray	North Carolina Department of Public Instruction
North Dakota	Not considering	Marilyn Ridenhower of Deb Jensen	North Dakota Education Standards and Practices Board
Ohio	In place	Marilyn Troyer	Ohio Department of Education
Oklahoma	In place	Cindy Morose	Oklahoma Department of Education
Oregon	In place	David Myton	Oregon Teacher Standards/Practices
Pennsylvania	In place	Theona Waxbom	Pennsylvania Department of Education
Rhode Island	Not considering	David R. Roy	Rhode Island Department of Education
South Carolina	In place	James Turner	South Carolina Department of Education
South Dakota	In place	Dean Buchanan	South Dakota Department of Education and Cultural Affairs
Tennessee	In place	Amy Gallagher	Tennessee Department of Education
Texas	In place	Dr. William Wale	Texas State Board for Educator Certification
Utah	In place	Roger Mouritsen	Utah State office of Education

Appendix A (Continued)

State	Status of Alternative Certification	Contact	Agency
Vermont	Considering	Patricia Pallas	Vermont Department of Education
Virginia	In place	Mr. David Crossley	Virginia Department of Education
Washington	In place	Rosemarie Thomas	Washington Office of Superintendent of Public Instruction
West Virginia	In place	Barbara Brazeau	West Virginia Department of Education
Wisconsin	In place	Peter Burke	Wisconsin Department of Public Instruction
Wyoming	In place	Linda Stowers	Wyoming Professional Teaching Standards Board

APPENDIX B **Sequence of Competency Statements (CS) validation**



APPENDIX C

STATEMENTS COMPARING THE EFFECTIVENESS OF ALTERNATIVELY CERTIFIED AND TRADITIONALLY CERTIFIED TEACHERS (model submitted to peer group)

Directions: Circle the number of the appropriate response.

Effectiveness factors of teachers:

(1) Effectiveness (2) Pedagogical Content Knowledge (3) Classroom Management and Instruction, (4) Behavior Management (5) Attitude (6) Life Experience (7) Professionalism (8) Evaluation

Association Rating: 1 = very weak, 2 = weak, 3 = strong, 4 = very strong

Clarity Ratings: 1 = very unclear, delete 2 = somewhat clear, revise; and 3 = clear, leave as written

(For any items you rate as 1 or 2 for clarity or association, please write your suggestions for improvement directly on this page.)

Survey statements	<u>Domain</u>	Association	Clarity
1.This teacher exhibits mastery of subject area and grade level.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
2.This teacher keeps current in the field and applies new knowledge in their instructional program.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
3.This teacher utilizes current curriculum guides/ competency lists.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
4. This teacher shows evidence of long-range planning.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
5. This teacher plans for individual differences among students.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
6. This teacher plans appropriate assessment strategies for student progress.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
7. This teacher utilizes instructional assistants appropriately and effectively.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
8. This teacher uses allocated classroom time in an effective manner.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
9. This teacher is effective as a manager.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3

Appendix C (Continued)

Survey statements	<u>Domain</u>	Association	Clarity
10. This teacher maintains classroom environment conducive to learning.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
11.. This teacher implements division and state curriculum objectives.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
12. This teacher focuses students to tasks at the beginning of the lesson and maintains the focus.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
13. This teacher communicates objectives, reviews previous learning, and makes lessons relevant.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
14. This teacher presents concepts and skills in a clear, coherent, and logical manner using correct grammar and appropriate language.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
15. This teacher assigns appropriate amounts of homework and practice assignments.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
16. This teacher incorporates a variety of resources into units of study.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
17. This teacher utilizes curriculum, which is approved by the division.			
18. This teacher evaluates student achievement using a variety of techniques.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
19. This teacher differentiates instruction based on the needs of the student (IEPs, 504 plans, etc.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
20. This teacher evaluates student achievement and provides feedback.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3

Appendix C (Continued)

Survey statements	<u>Domain</u>	Association	Clarity
21. This teacher varies instructional activities to address student-learning styles.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
22. This teacher conveys a belief in high expectations.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
23. This teacher is respected by peers and superiors.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
24. This teacher reteaches for mastery of content.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
25. This teacher communicates personal enthusiasm for content and learning.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
26. This teacher demonstrates respect and acceptance of each student and adult regardless of socio-economics, diversity, religion or disabling condition.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
27. This teacher uses a variety of methods and strategies to communicate and build positive relationships with co-workers, students, parents and administrators.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
28. This teacher communicates effectively in oral and written form.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
29. This teacher is a “team- player.”	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
30. This teacher establishes and applies effective management techniques which encourage positive decision making.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
31. This teacher handles situations with poise and good judgment.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
32. This teacher keeps personal issue and professional ones separate.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3

Appendix C (Continued)

Survey statements	<u>Domain</u>	Association	Clarity
33. This student treats all students with respect.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
34. This teacher establishes routines, which keep students, involved in the task at hand and which prevent potential behavioral problems.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
35. This teacher attends school related meetings in a timely manner.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
36. This teacher keeps administration informed about applicable issues.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
37. This teacher upholds the division and school's policies and rules.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
38. This teacher effectively uses educational resources at hand.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
39. This teacher seeks to improve self and performance.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
40. This teacher utilizes community resources (partnerships, mentors, etc.)	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
41. This teacher prepares, organizes, and maintains accurate records.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
42. This teacher has improved based on previous evaluations.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
43. This teacher assists in extra-curricular activities.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
44. This teacher conducts self in a manner which serves as a positive role model.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
45. This teacher schedules appointments and personal obligations outside contract hours where possible.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
46. This teacher plans appropriate instruction.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
47. This teacher dresses and conducts self in a professional manner.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
48. This teacher effectively addresses classroom discipline.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
49. This teacher accepts feedback in a positive manner.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3
50. This teacher keeps up to date on content knowledge.	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3

Thank you very much for your kind assistance on this project.

APPENDIX D

STATEMENTS COMPARING THE EFFECTIVENESS OF ALTERNATIVELY CERTIFIED AND TRADITIONALLY CERTIFIED TEACHERS (1st Iteration)

Directions: Circle the number of the appropriate response.

Effectiveness factors of teachers:

- (1) Content knowledge (2) Classroom management and instruction (3) Instructional planning....(4) Human relation skills
(5) Professionalism

Association Rating: 1 = very weak, 2 = weak, 3 = strong, 4 = very strong

Clarity Ratings: 1 = very unclear, delete 2 = somewhat clear, revise; and 3 = clear, leave as written

(For any items you rate as 1 or 2 for clarity or association, please write your suggestions for improvement directly on this page.)

Survey Statements	Domain	Association	Clarity
1.This teacher exhibits mastery of subject area and grade level.	1 2 3 4 5	1 2 3 4	1 2 3
2.This teacher keeps current in the field and applies new knowledge in their instructional program.	1 2 3 4 5	1 2 3 4	1 2 3
3.This teacher utilizes current curriculum guides/ competency lists.	1 2 3 4 5	1 2 3 4	1 2 3
4. This teacher shows evidence of long-range planning.	1 2 3 4 5	1 2 3 4	1 2 3
5. This teacher plans for individual differences among students.	1 2 3 4 5	1 2 3 4	1 2 3
6. This teacher plans appropriate assessment strategies for student progress.	1 2 3 4 5	1 2 3 4	1 2 3
7. This teacher utilizes instructional assistants appropriately and effectively.	1 2 3 4 5	1 2 3 4	1 2 3
8. This teacher maintains classroom environment conducive to learning.	1 2 3 4 5	1 2 3 4	1 2 3
9. This teacher implements division and state curriculum objectives.	1 2 3 4 5	1 2 3 4	1 2 3
10. This teacher focuses students to tasks at the beginning of the lesson and maintains the focus.	1 2 3 4 5	1 2 3 4	1 2 3

Appendix D (Continued)

Survey Statements	Domain	Association	Clarity
11. This teacher communicates objectives, reviews previous learning, and makes lessons relevant.	1 2 3 4 5	1 2 3 4	1 2 3
12. This teacher presents concepts and skills in a clear, coherent, and logical manner using correct grammar and appropriate language.	1 2 3 4 5	1 2 3 4	1 2 3
13. This teacher assigns appropriate amounts of homework and practice assignments.	1 2 3 4 5	1 2 3 4	1 2 3
14. This teacher incorporates a variety of resources into units of study.	1 2 3 4 5	1 2 3 4	1 2 3
15. This teacher evaluates student achievement using a variety of techniques.	1 2 3 4 5	1 2 3 4	1 2 3
16. This teacher differentiates instruction based on the needs of the student (IEPs, 504 plans, etc.	1 2 3 4 5	1 2 3 4	1 2 3
17. This teacher evaluates student achievement and provides feedback.	1 2 3 4 5	1 2 3 4	1 2 3
18. This teacher varies instructional activities to address student-learning styles.	1 2 3 4 5	1 2 3 4	1 2 3
19. This teacher conveys a belief in high expectations.	1 2 3 4 5	1 2 3 4	1 2 3
20. This teacher reteaches for mastery of content.	1 2 3 4 5	1 2 3 4	1 2 3
21. This teacher communicates personal enthusiasm for content and learning.	1 2 3 4 5	1 2 3 4	1 2 3
22. This teacher demonstrates respect and acceptance of each student and adult regardless of socio-economics, diversity, religion or disabling condition.	1 2 3 4 5	1 2 3 4	1 2 3

Appendix D (Continued)

Survey Statements	Domain	Association	Clarity
23. This teacher uses a variety of methods and strategies to communicate and build positive relationships with co-workers, students, parents and administrators.	1 2 3 4 5	1 2 3 4	1 2 3
24. This teacher communicates effectively in oral and written form.	1 2 3 4 5	1 2 3 4	1 2 3
25. This teacher is a “team- player.”	1 2 3 4 5	1 2 3 4	1 2 3
26. This teacher establishes and applies effective management techniques, which encourage positive decision-making.	1 2 3 4 5	1 2 3 4	1 2 3
27. This teacher handles situations with poise and good judgment.	1 2 3 4 5	1 2 3 4	1 2 3
28. This student treats all students with respect.	1 2 3 4 5	1 2 3 4	1 2 3
29. This teacher establishes routines which keep students involved in the task at hand and which prevent potential behavioral problems.	1 2 3 4 5	1 2 3 4	1 2 3
30. This teacher attends school related meetings in a timely manner.	1 2 3 4 5	1 2 3 4	1 2 3
31. This teacher keeps administration informed about applicable issues.	1 2 3 4 5	1 2 3 4	1 2 3
32. This teacher upholds the division and school’s policies and regulations.	1 2 3 4 5	1 2 3 4	1 2 3
33. This teacher seeks to improve self and performance.	1 2 3 4 5	1 2 3 4	1 2 3
34. This teacher utilizes community resources (partnerships, mentors, etc.)	1 2 3 4 5	1 2 3 4	1 2 3
35. This teacher prepares, organizes, and maintains accurate records.	1 2 3 4 5	1 2 3 4	1 2 3
36. This teacher assists in extra-curricular activities.	1 2 3 4 5	1 2 3 4	1 2 3

Appendix D (Continued)

Survey Statements	Domain	Association	Clarity
37. This teacher Conducts self in a manner which serves as a positive role model.	1 2 3 4 5	1 2 3 4	1 2 3
38. This teacher schedules appointments and personal obligations outside contract hours where possible.	1 2 3 4 5	1 2 3 4	1 2 3
39. This teacher dresses and conducts self in a professional manner.	1 2 3 4 5	1 2 3 4	1 2 3
40. This teacher effectively addresses classroom discipline.	1 2 3 4 5	1 2 3 4	1 2 3
41. This teacher accepts feedback in a positive manner.	1 2 3 4 5	1 2 3 4	1 2 3
42. This teacher keeps up to date on content knowledge.	1 2 3 4 5	1 2 3 4	1 2 3

Thank you very much for your kind assistance on this project.

APPENDIX E

Initial Content Validation of Survey Assessing Evaluators of Alternative and Traditionally Certified Teachers; Classification of Items by Domain, Association, and Clarity, Sept- Oct 2001 (N= 15)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
1. Mastery of Content												
Responses	3	2	0	0	0	1	0	3	11	0	5	10
%	86.71	13.32	0	0	0	6.71	0	20.02	73.33	0	33.33	66.70
2. Current in field												
Responses	3	0	8	0	4	0	0	7	8	1	5	9
%	20	0	53.30	0	26.72	0	0	46.73	53.31	6.33	33.33	66.70
3. Curriculum guides												
Responses	1	1	13	0	0	0	1	2	12	0	3	12
%	6.73	6.73	156	0	0	0	6.71	13.31	80.00	0	20.00	80.00
4. Long range plans												
Responses	0	2	13	0	0	0	0	1	14	0	1	14
%	0	13.30	86.71	0	0	0	0	6.73	93.32	0	6.73	93.34
5. Differences												
Responses	0	5	10	0	0	0	0	4	11	0	2	13
%	0	33.31	66.27	0	0	0	0	26.71	73.31	0	13.31	86.76

Appendix E (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
6. Assessment strategies.												
Responses	0	4	11	0	0	0	1	2	12		3	12
%	0	26.72	73.34	0	0	0	6.71	13.33	80.00	0	20	80
7. Instructional assistants.												
Responses	0	11	3	1	0	0	0	8	7	0	3	12
%	0	73.34	20.00	6.7	0	0	0	53.32	46.73	0	20	80
8. Classroom environment												
Responses	0	13	2	0	0	0	0	4	11	0	2	13
%	0	86.74	13.33	0	0	0	0	26.73	73.34	0	13.30	86.71
9. Division./State curriculum.												
Responses	0	10	5	0	0	0	0	2	13	0	1	14
%	0	66.66	33.33	0	0	0	0	13.31	86.72	0	6.73	93.34
10. Focus												
Responses	0	15	0	0	0	0	0	2	13	0	1	14
%	0	100	0	0	0	0	6.71	6.71	86.72	0	6.73	93.3
11. Objectives; relevance												
Responses	0	11	3	0	1	0	0	10	5	0	3	12
%	0	73.34	20.00	0	6.71	0	0	66.71	33.33	0	20	80

Appendix E (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
12. Clear, coherent												
Responses	0	12	3	0	0	0	0	7	8	0	1	14
%	0	80.00	20	0	0	0	0	46.74	53.36	0	6.71	93.36
13. Homework												
Responses	0	12	3	0	0	0	0	4	11	0	1	14
%	0	80.00	20	0	0	0	0	26.72	73.31	0	6.71	93.63
14. Resources												
Responses	2	8	5	0	0	0	1	5	9	0	2	13
%	13.33	53.32	33.33	0	0	0	6.71	33.33	60	0	13.33	86.77
15. Techniques												
Responses	1	12	2	0	0	0	0	6	9	0	1	14
%	6.71	80.00	13.33	0	0	0	0	40	60	0	6.71	93.36
16. Differentiates												
Responses	0	15	0	0	0	0	0	3	12	0	4	11
%	0	100	0	0	0	0	0	20	80	0	26.72	73.31
17. Feedback												
Responses	0	14	1	0	0	0	0	6	9	0	2	13
%	0	93.37	6.37	0	0	0	0	40	60	0	13.33	86.77

Appendix E (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
18. Student styles												
Responses	0	15	0	0	0	0	0	4	11	0	1	14
%	0	100	0	0	0	0	0	26.71	73.34	0	6.71	93.33
19. High expectations												
Responses	0	9	0	3	3	0	0	4	11	0	2	13
%	0	60	0	20	20	0	0	26.71	73.34	0	13.33	86.73
20. Reteaches												
Responses	0	15	0	0	0	0	0	6	9	0	1	14
%	0	100	0	0	0	0	0	40	60	0	6.71	93.36
21. Enthusiasm												
Responses	0	0	0	6	9	0	0	5	10	0	2	13
%	0	0	0	40	60	0	0	33.33	66.73	0	13.33	86.71
22. Acceptance												
Responses	0	0	0	8	7	0	0	8	7	0	2	12
%	0	0	0	53.33	46.71	0	0	53.33	46.75	0	20	80
23. Methods/ variety												
Responses	0	0	0	10	5	0	1	6	8	0	3	12
%	0	0	0	66.73	33.33	0	6.72	40	53.33	0	20	80

Appendix E (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
24. Communicates												
Responses	0	2	0	8	5	0	1	6	8	0	3	12
%	0	13.33	0	53.33	33.33	0	6.71	40	53.33	0	20	80
25. Team player												
Responses	0	0	0	8	7	0	1	4	10	0	5	10
%	0	0	0	53.33	46.713	0	6.71	26.76	66.71	0	33.33	66.71
26. Decision making												
Responses	0	8	0	5	2	0	0	4	11	0	4	11
%	0	53.33	0	33.33	13.3	0	0	26.76	73.33	0	26.71	73.33
27. Judgment												
Responses	0	10	0	5	0	0	0	5	10	0	1	14
%	0	66.71	0	33.33	0	0	0	33.33	66.71	0	6.71	93.33
28. Students/respect												
Responses	0	0	0	15	0	0	0	2	13	0	1	14
%	0	0	0	100	0	0	0	13.33	86.71	0	6.71	93.33
29. Student involved												
Responses	0	15	0	0	0	0	0	1	14	0	2	13
%	0	100	0	0	0	0	0	6.71	93.34	0	13.33	86.71

Appendix E (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
30. Meeting. attendance												
Responses	0	0	0	0	15	0	0	1	14	0	1	14
%	0	0	0	0	100	0	0	6.71	93.33	0	6.71	93.33
31. Administration. informed												
Responses	0	0	0	0	15	0	0	1	14	0	1	14
%	0	0	0	0	100	0	0	33.33	66.713	0	13.33	86.71
32. School. policies												
Responses	0	0	0	0	15	0	0	4	11	0	1	14
%	0	0	0	0	100	0	0	26.71	73.3	0	6.71	93.33
33. Self improvement												
Responses	0	0	6	4	5	0	0	2	13	0	2	13
%	0	0	40	26.71	33.33	0	0	13.33	86.71	0	13.33	86.71
34. Community resources.												
Responses	0	0	6	4	5	0	0	8	7	0	3	12
%	0	0	40	26.71	33.33	0	0	46.71	53.33	0	13.33	86.71
35. Accurate records												
Responses	0	6	2	0	7	0	0	7	8	0	2	13
%	0	40	13.33	0	46.711	0	0	46.7	53.3	0	13.33	86.71

Appendix E (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
36 .Other activities												
Responses	0	0	0	0	15	0	0	9	6	0	3	12
%	0	0	0	0	100	0	0	60	40	0	20	
37. Positive role												
Responses	0	1	0	0	14	0	0	3	12	0	3	12
%	0	6.71	0	0	93.33	0	0	20	80	0	20	80.0
38. Personnel appointments.												
Responses	0	0	0	0	15	0	3	2	10	0	1	14
%	0	0	0	0	100	0	20	13.33	66.71	0	6.71	93.33
39. Professional. conduct												
Responses	0	0	0	0	15	0	0	2	13	0	1	14
%	0	0	0	0	100	0	0	13.33	86.71	0	6.71	93.33
40. Discipline												
Responses	0	15	0	0	0	0	0	1	14	0	1	14
%	0	100	0	0	0	0	0	6.71	93.33	0	6.71	93.33

APPENDIX F

STATEMENTS COMPARING THE EFFECTIVENESS OF ALTERNATIVELY CERTIFIED AND TRADITIONALLY CERTIFIED TEACHERS (2nd Iteration)

Directions: Circle the number of the appropriate response.

Effectiveness factors of teachers:

(1) Content knowledge (2) Classroom management and instruction (3) Non instructional planning (4) Human relation skills
(5) Professionalism

Association Rating: 1 = very weak, 2 = weak, 3 = strong, 4 = very strong

Clarity Ratings: 1 = very unclear, delete 2 = somewhat clear, revise; and 3 = clear, leave as written

(For any items you rate as 1 or 2 for clarity or association, please write your suggestions for improvement directly on this page.)

Survey Statements	Domain	Association	Clarity
1.This teacher exhibits mastery of instructional subject and instructed grade level.	1 2 3 4 5	1 2 3 4	1 2 3
2.This teacher keeps current in instructional field and applies new knowledge in their classroom instructional program.	1 2 3 4 5	1 2 3 4	1 2 3
3.This teacher utilizes current curriculum guides/ competency lists.	1 2 3 4 5	1 2 3 4	1 2 3
4. This teacher shows evidence of long-range planning.	1 2 3 4 5	1 2 3 4	1 2 3
5. This teacher plans for individual instructional differences among students.	1 2 3 4 5	1 2 3 4	1 2 3
6. This teacher plans appropriate assessment strategies for student progress.	1 2 3 4 5	1 2 3 4	1 2 3
7. This teacher utilizes instructional assistants and resources appropriately and effectively.	1 2 3 4 5	1 2 3 4	1 2 3
8. This teacher maintains classroom environment conducive to learning.	1 2 3 4 5	1 2 3 4	1 2 3
9. This teacher implements division and state curriculum objectives.	1 2 3 4 5	1 2 3 4	1 2 3

Appendix F (Continued)			
Survey Statements	Domain	Association	Clarity
10. This teacher focuses students to tasks at the beginning of the lesson and maintains the focus.	1 2 3 4 5	1 2 3 4	1 2 3
11. This teacher communicates instructional objectives, reviews previous learning, and makes lessons relevant.	1 2 3 4 5	1 2 3 4	1 2 3
12. This teacher presents concepts and skills in a clear, coherent, and logical manner using correct and appropriate techniques and professional practices.	1 2 3 4 5	1 2 3 4	1 2 3
13. This teacher assigns appropriate amounts of homework and practice assignments.	1 2 3 4 5	1 2 3 4	1 2 3
14. This teacher incorporates, through planning, a variety of resources into units of study.	1 2 3 4 5	1 2 3 4	1 2 3
15. This teacher evaluates student achievement using a variety of techniques.	1 2 3 4 5	1 2 3 4	1 2 3
16. This teacher modifies instruction based on the needs of the student (IEPs, 504 plans, etc.	1 2 3 4 5	1 2 3 4	1 2 3
17. This teacher evaluates student achievement and provides feedback.	1 2 3 4 5	1 2 3 4	1 2 3
18. This teacher varies instructional activities to address student-learning styles.	1 2 3 4 5	1 2 3 4	1 2 3
19. This teacher conveys a belief in high expectations.	1 2 3 4 5	1 2 3 4	1 2 3
20. This teacher reteaches for mastery of instructional content.	1 2 3 4 5	1 2 3 4	1 2 3
21. This teacher communicates personal enthusiasm for content and learning.	1 2 3 4 5	1 2 3 4	1 2 3
22. This teacher demonstrates acceptance of each student regardless of socio-economics, diversity, religion or disabling condition.	1 2 3 4 5	1 2 3 4	1 2 3
23. This teacher uses different methods and strategies to communicate and build positive relationships with co-workers, students, parents and administrators.	1 2 3 4 5	1 2 3 4	1 2 3
24. This teacher communicates effectively in oral and written form.	1 2 3 4 5	1 2 3 4	1 2 3

Appendix F (Continued)

Survey Statements	Domain	Association	Clarity
25. This teacher works with peers to accomplish a group goal. Is a “ team player.”	1 2 3 4 5	1 2 3 4	1 2 3
26. This teacher uses decision-making processes, which allow for quality decisions.	1 2 3 4 5	1 2 3 4	1 2 3
27. This teacher handles educational situations with poise and good judgment.	1 2 3 4 5	1 2 3 4	1 2 3
28. This student treats all students with respect.	1 2 3 4 5	1 2 3 4	1 2 3
29. This teacher establishes routines, which keep students, involved in the task at hand and which prevent potential behavioral problems.	1 2 3 4 5	1 2 3 4	1 2 3
30. This teacher attends school related meetings in a timely manner.	1 2 3 4 5	1 2 3 4	1 2 3
31. This teacher keeps school administration informed about pertinent issues.	1 2 3 4 5	1 2 3 4	1 2 3
32. This teacher upholds the division and school’s policies and regulations.	1 2 3 4 5	1 2 3 4	1 2 3
33. This teacher seeks to improve self and performance.	1 2 3 4 5	1 2 3 4	1 2 3
34. This teacher includes the community and its resources (partnerships, mentors, etc.) in their instruction.	1 2 3 4 5	1 2 3 4	1 2 3
35. This teacher prepares, organizes, and maintains accurate records.	1 2 3 4 5	1 2 3 4	1 2 3
36. This teacher assists in extra-curricular activities.	1 2 3 4 5	1 2 3 4	1 2 3
37. This teacher Conducts self in a manner, which serves as a positive role model.	1 2 3 4 5	1 2 3 4	1 2 3
38. This teacher schedules personal obligations outside contract hours where possible.	1 2 3 4 5	1 2 3 4	1 2 3
39. This teacher dresses and conducts self in a professional manner.	1 2 3 4 5	1 2 3 4	1 2 3
40. This teacher effectively addresses classroom discipline.	1 2 3 4 5	1 2 3 4	1 2 3

Thank you very much for your kind assistance on this project.

APPENDIX G

Content Validation of Second Survey Iteration Reassessing Evaluators of Alternative and Traditionally Certified Teachers;
Classification of Items by Domain, Association, and Clarity, October 2001 (N= 16)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
1. Mastery of Content												
Responses	12	3	1	0	0	1	0	1	14	0	3	13
%	75	18.81	6.33	0	0	6.33	0	6.33	87.51	0	81.33	18.81
2. Current in field												
Responses	0	1	1	0	13	0	0	1	15	0	2	14
%	0	6.33	6.33	0	87.51	0	0	6.33	93.84	0	12.54	87.51
3. Curriculum guides												
Responses	0	0	16	0	0	0	1	0	15	0	1	15
%	0	0	100	0	0	0	6.33	0	93.83	0	6.33	93.84
4. Long range plans												
Responses	0	1	1	0	13	0	0	1	15	0	2	14
%	6.33	12.54	81.34	0	0	6.33	0	0	93.84	0	6.33	93.84
5. Differences												
Responses	0	1	15	0	0	1	1	1	13	0	1	15
%	0	6.33	93.82	0	0	6.33	6.33	6.33	81.34	0	6.33	93.84
6. Assessment strategies.												
Responses	1	3	12	0	0	0	1	1	14	0	3	13
%	6.33	18.81	75	0	0	0	6.33	6.33	87.51	0	18.81	81.33

Appendix G (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
7. Instructional assistants.												
Responses	0	13	2	1	0	0	0	14	2	1	2	13
%	0	81.33	12.54	6.33	0	0	0	87.51	12.54	6.33	12.54	81.33
8. Classroom environment												
Responses	0	13	2	1	0	0	0	2	14	0	2	14
%	0	81.33	12.54	6.33	0	0	0	12.54	87.51	0	12.54	87.51
9. Division./State curriculum												
Responses	1	11	4	0	0	0	0	1	15	0	0	16
%	0	68.82	25	0	0	0	0	6.33	93.83	0	0	100
10. Focus												
Responses	0	15	1	0	0	0	0	3	13	0	1	15
%	0	93.83	6.33	0	0	0	0	18.81	81.33	0	6.33	93.83
11. Objectives.; relevance												
Responses	0	13	1	0	2	0	0	14	2	0	3	13
%	0	81.33	6.33	0	12.54	0	0	81.33	18.81	0	18.81	81.33
12. Clear, coherent												
Responses	0	14	2	0	0	0	0	3	13	0	1	15
%	0	87.51	12.54	0	0	0	0	18.81	81.33	0	6.33	93.83

Appendix G (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
13. Homework												
Responses	0	12	4	0	0	0	0	2	14	0	2	14
%	0	75	25	0	0	0	0	12.54	87.51	0	12.54	87.51
14. Resources												
Responses	0	14	2	0	0	0	0	2	14	1	3	12
%	0	87.51	12.54	0	0	0	0	12.54	87.51	6.33	18.81	75
15. Techniques												
Responses	1	15	0	0	0	0	0	2	14	0	2	14
%	6.33	93.82	0	0	0	0	0	12.54	87.51	0	12.54	87.51
16. Differentiates												
Responses	0	16	0	0	0	0	0	0	16	0	4	12
%	0	100	0	0	0	0	0	0	100	0	25	75
17. Feedback												
Responses	0	13	1	2	1	0	1	3	12	0	2	14
%	0	81.33	6.33	12.54	6.33	0	6.33	18.81	74.9	0	12.54	87.51
18. Student styles												
Responses	0	16	0	0	0	0	1	1	14	0	1	15
%	0	100	0	0	0	0	6.33	6.33	87.51	0	6.33	93.83

Appendix G (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
19. High expectations												
Responses	0	14	0	2	0	0	0	3	13	1	1	14
%	0	87.51	0	12.54	0	0	0	18.33	81.33	6.33	6.33	87.51
20. Reteaches												
Responses	0	16	0	0	0	0	0	2	14	2	1	13
%	0	100	0	0	0	0	0	12.54	87.51	12.54	6.33	81.33
21. Enthusiasm												
Responses	0	1	0	2	13	0	0	1	15	0	2	14
%	0	6.33	0	12.54	81.33	0	0	6.33	93.83	0	12.54	87.51
22. Acceptance												
Responses	0	0	2	2	12	0	0	3	13	1	1	14
%	0	0	12.54	12.54	75	0	0	18.81	81.33	6.33	6.33	87.51
23. Methods/ variety												
Responses	0	0	0	14	2	0	1	2	13	2	1	13
%	0	0	0	87.51	12.54	0	6.33	12.54	81.33	12.54	6.33	81.33
24. Communicates												
Responses	0	2	0	12	2	0	1	2	13	1	3	12
%	0	12.54	0	75	12.54	0	6.33	12.54	81.33	6.33	18.81	75

Appendix G (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
25. Team player												
Responses	0	0	0	13	3	0	2	1	13	0	2	14
%	0	0	0	81.33	18.81	0	12.54	6.33	81.33	0	12.54	87.51
26. Decision making												
Responses	0	13	0	3	0	0	0	13	3	1	1	14
%	0	81.33	0	18.81	0	0	0	81.33	18.81	6.33	6.33	87.51
27. Judgment												
Responses	0	13	0	3	0	0	0	3	13	0	1	15
%	0	81.33	0	18.81	0	0	0	18.81	81.33	0	6.33	87.51
28. Students/respect												
Responses	0	0	0	16	0	0	0	2	14	0	1	15
%	0	0	0	100	0	0	0	12.54	87.51	0	6.33	87.51
29. Student involved												
Responses	0	14	1	1	0	0	0	2	14	1	2	13
%	0	87.51	6.33	6.33	0	0	0	12.54	87.51	6.33	12.54	81.33
30. Meeting. Attendance												
Responses	0	0	0	0	16	0	0	1	15	0	1	15
%	0	0	0	0	100	0	0	6.33	93.83	0	6.33	93.83

Appendix G (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
31. Administration. informed												
Responses	0	0	0	0	16	0	1	1	14	0	1	15
%	0	0	0	0	100	0	6.33	6.33	87.51	0	6.33	93.83
32. School. policies												
Responses	0	0	0	0	16	0	0	3	13	0	1	15
%	0	0	0	0	100	0	0	18.3	81.33	0	6.33	93.83
33. Self improvement												
Responses	0	0	2	2	12	0	0	2	14	0	1	15
%	0	0	12.54	12.54	75	0	0	12.54	87.51	0	6.33	93.83
34. Community resources.												
Responses	0	0	13	1	2	0	0	13	3	2	1	13
%	0	0	81.33	6.33	12.54	0	0	81.33	18.81	12.54	6.33	81.33
35. Accurate records												
Responses	0	1	4	2	9	0	0	3	13	0	3	13
%	0	6.33	25	12.54	56.33	0	0	18.81	81.33	0	18.3	81.33
36. Other activities												
Responses	0	0	0	2	14	0	0	13	3	0	2	14
%	0	0	0	12.54	87.51	0	0	81.33	18.81	0	12.54	87.51

Appendix G (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
37. Positive role												
Responses	0	1	0	0	15	0	0	3	13	0	2	14
%	0	6.33	0	0	93.8	0	0	18.81	81.8	0	12.54	87.51
38. Personnel appointments												
Responses	0	0	0	0	16	0	1	2	13	0	1	15
%	0	0	0	0	100	0	6.33	12.54	81.33	0	6.33	93.8
39. Professional conduct												
Responses	0	0	0	0	16	0	0	2	14	0	3	13
%	0	0	0	0	100	0	0	12.54	87.51	0	18.81	81.33
40. Discipline												
Responses	0	16	0	0	0	0	0	1	15	0	1	15
%	0	100	0	0	0	0	0	6.33	93.8	0	6.33	93.8

APPENDIX H

STATEMENTS COMPARING THE EFFECTIVENESS OF ALTERNATIVELY CERTIFIED AND TRADITIONALLY CERTIFIED TEACHERS (3rd Iteration)

Directions: Circle the number of the appropriate response.

Effectiveness factors of teachers:

- (1) Content knowledge (2) Classroom management (3) Instructional planning (4) Human relation skills
(5) Professionalism

Association Rating: 1 = very weak, 2 = weak, 3 = strong, 4 = very strong

Clarity Ratings: 1 = very unclear, delete 2 = somewhat clear, revise; and 3 = clear, leave as written

(For any items you rate as 1 or 2 for clarity or association, please write your suggestions for improvement directly on this page.)

Survey Statements	Domain	Association	Clarity
1.This teacher exhibits mastery of instructional subject and instructed grade level.	1 2 3 4 5	1 2 3 4	1 2 3
2.This teacher keeps current in instructional field and applies new knowledge in their classroom instructional program.	1 2 3 4 5	1 2 3 4	1 2 3
3.This teacher utilizes current curriculum guides/ competency lists.	1 2 3 4 5	1 2 3 4	1 2 3
4. This teacher shows evidence of long-range planning.	1 2 3 4 5	1 2 3 4	1 2 3
5. This teacher plans for individual instructional differences among students.	1 2 3 4 5	1 2 3 4	1 2 3
6. This teacher plans appropriate assessment strategies for student progress.	1 2 3 4 5	1 2 3 4	1 2 3
7. This teacher utilizes instructional assistants and resources appropriately and effectively.	1 2 3 4 5	1 2 3 4	1 2 3
8. This teacher maintains classroom environment conducive to learning.	1 2 3 4 5	1 2 3 4	1 2 3
9. This teacher implements division and state curriculum objectives.	1 2 3 4 5	1 2 3 4	1 2 3

Survey Statements	Domain	Association	Clarity
10. This teacher focuses students to tasks at the beginning of the lesson and maintains the focus.	1 2 3 4 5	1 2 3 4	1 2 3
11. This teacher communicates instructional objectives, reviews previous learning, and makes lessons relevant.	1 2 3 4 5	1 2 3 4	1 2 3
12. This teacher presents concepts and skills in a clear, coherent, and logical manner using correct and appropriate techniques and professional practices.	1 2 3 4 5	1 2 3 4	1 2 3
13. This teacher assigns appropriate amounts of homework and practice assignments.	1 2 3 4 5	1 2 3 4	1 2 3
14. This teacher plans and initiates a variety of resources into units of study.	1 2 3 4 5	1 2 3 4	1 2 3
15. This teacher evaluates student achievement using a variety of techniques.	1 2 3 4 5	1 2 3 4	1 2 3
16. This teacher modifies instruction based on the needs of challenged students.	1 2 3 4 5	1 2 3 4	1 2 3
17. This teacher evaluates classroom student achievement and provides feedback to students and parents.	1 2 3 4 5	1 2 3 4	1 2 3
18. This teacher varies instructional activities to address student-learning styles.	1 2 3 4 5	1 2 3 4	1 2 3
19. This teacher conveys a belief in high expectations.	1 2 3 4 5	1 2 3 4	1 2 3
20. This teacher reteaches for mastery of instructional content.	1 2 3 4 5	1 2 3 4	1 2 3
21. This teacher communicates personal enthusiasm for content and learning.	1 2 3 4 5	1 2 3 4	1 2 3
22. This teacher demonstrates acceptance of each student regardless of socio-economics, diversity, religion or disabling condition.	1 2 3 4 5	1 2 3 4	1 2 3
23. This teacher uses different methods and strategies to communicate and build positive relationships with co-workers, students, parents and administrators.	1 2 3 4 5	1 2 3 4	1 2 3

Survey statements	Domain	Association	Clarity
24. This teacher effectively communicates in an effective manner.	1 2 3 4 5	1 2 3 4	1 2 3
25. This teacher works with peers to accomplish a group goal. Is a “ team player.”	1 2 3 4 5	1 2 3 4	1 2 3
26. This teacher uses decision-making processes, which allow for quality decisions.	1 2 3 4 5	1 2 3 4	1 2 3
27. This teacher handles educational situations with poise and good judgment.	1 2 3 4 5	1 2 3 4	1 2 3
28. This student treats all students with respect.	1 2 3 4 5	1 2 3 4	1 2 3
29. This teacher establishes routines, which keep students, involved in the task at hand and which prevent potential behavioral problems.	1 2 3 4 5	1 2 3 4	1 2 3
30. This teacher attends school related meetings in a timely manner.	1 2 3 4 5	1 2 3 4	1 2 3
31. This teacher keeps school administration informed about pertinent issues.	1 2 3 4 5	1 2 3 4	1 2 3
32. This teacher upholds the division and school’s policies and regulations.	1 2 3 4 5	1 2 3 4	1 2 3
33. This teacher seeks to improve self and performance.	1 2 3 4 5	1 2 3 4	1 2 3
34. This teacher includes the community and its resources (partnerships, mentors, etc.) in their instruction.	1 2 3 4 5	1 2 3 4	1 2 3
35. This teacher prepares, organizes, and maintains accurate records.	1 2 3 4 5	1 2 3 4	1 2 3
36. This teacher assists in extra-curricular activities.	1 2 3 4 5	1 2 3 4	1 2 3
37. This teacher Conducts self in a manner, which serves as a positive role model.	1 2 3 4 5	1 2 3 4	1 2 3
38. This teacher schedules personal obligations outside contract hours where possible.	1 2 3 4 5	1 2 3 4	1 2 3
39. This teacher dresses and conducts self in a professional manner.	1 2 3 4 5	1 2 3 4	1 2 3
40. This teacher effectively addresses classroom discipline.	1 2 3 4 5	1 2 3 4	1 2 3

Thank you very much for your kind assistance on this project.

APPENDIX I

Content Validation of Third Survey Iteration Reassessing Evaluators of Alternative and Traditionally Certified Teachers;
Classification of Items by Domain, Association, and Clarity, October 2001 (N= 16)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
1. Mastery of Content												
Responses	13	2	1	0	0	1	0	1	14	0	2	14
%	81.33	12.54	6.33	0	0	6.33	0	6.33	87.51	0	12.54	87.51
2. Current in field												
Responses	0	1	2	0	13	0	0	1	15	0	2	14
%	0	6.33	12.54	0	81.33	0	0	6.33	93.83	0	12.54	87.51
3. Curriculum guides												
Responses	0	0	16	0	0	0	1	0	15	0	1	15
%	0	0	100	0	0	0	6.33	0	93.83	0	6.33	93.83
4. Long range plans												
Responses	0	1	15	0	0	1	0	0	15	0	0	16
%	0	6.33	93.83	0	0	6.33	0	0	93.83	0	0	100
5. Differences												
Responses	0	1	15	0	0	0	1	1	14	0	1	15
%	0	6.33	93.83	0	0	0	6.33	6.33	87.51	0	6.33	93.83
6. Assessment strategies.												
Responses	1	0	15	0	0	0	1	1	14	0	1	15
%	6.33	0	93.83	0	0	0	6.33	6.33	87.51	0	6.33	93.83

Appendix I (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
7. Instructional assistants.												
Responses	0	13	2	1	0	0	0	13	3	0	2	14
%	0	81.33	12.54	6.33	0	0	0	81.33	18.81	0	12.54	87.51
8. Classroom environment												
Responses	0	14	1	1	0	0	0	2	14	0	2	14
%	0	87.51	6.33	6.33	0	0	0	12.54	87.51	0	12.54	87.51
9. Division./State curriculum.												
Responses	0	14	2	0	0	0	0	1	15	0	0	16
%	0	87.51	12.54	0	0	0	0	6.33	93.83	0	0	100
10. Focus												
Responses	0	15	1	0	0	0	0	2	14	0	1	15
%	0	93.83	6.33	0	0	0	0	12.54	87.51	0	6.33	93.83
11. Objectives.; relevance												
Responses	0	13	1	0	1	0	0	14	2	0	0	16
%	0	87.51	6.33	0	6.33	0	0	87.51	12.54	0	0	0
12. Clear, coherent												
Responses	0	13	3	0	0	0	0	3	13	0	1	15
%	0	81.33	18.81	0	0	0	0	18.81	81.33	0	6.33	93.83

Appendix I (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
13. Homework												
Responses	0	13	3	0	0	0	0	2	14	0	2	14
%	0	81.33	18.81	0	0	0	0	12.54	87.51	0	12.54	87.51
14. Resources												
Responses	1	13	2	0	0	0	1	2	13	1	1	14
%	6.33	81.33	12.54	0	0	0	6.33	12.54	81.33	0	12.54	87.51
15. Techniques												
Responses	1	15	0	0	0	0	0	3	13	0	2	14
%	6.33	93.83	0	0	0	0	0	18.81	81.33	0	12.54	87.51
16. Differentiates												
Responses	0	16	0	0	0	0	0	0	16	0	3	13
%	0	100.0	0	0	0	0	0	0	100	0	81.33	18.81
17. Feedback												
Responses	0	14	1	0	1	0	1	2	13	0	2	14
%	0	87.51	6.33	0	6.33	0	6.33	12.54	81.33	0	12.54	87.51
18. Student styles												
Responses	0	16	0	0	0	0	1	1	14	0	1	15
%	0	100	0	0	0	0	6.33	6.33	87.51	0	6.33	93.83

Appendix I (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
19. High expectations												
Responses	0	14	0	2	0	0	0	3	13	1	1	14
%	0	87.51	0	12.54	0	0	0	18.81	81.33	6.33	6.33	12.54
20. Reteaches												
Responses	0	16	0	0	0	0	0	2	14	1	1	14
%	0	100	0	0	0	0	0	12.54	87.51	6.33	6.33	87.51
21. Enthusiasm												
Responses	0	1	0	1	14	0	0	1	15	0	2	14
%	0	6.33	0	6.33	87.51	0	0	6.33	93.83	0	12.54	87.51
22. Acceptance												
Responses	0	0	1	2	13	0	0	3	13	1	1	14
%	0	0	6.33	12.7	81.33	0	0	18.81	81.33	6.33	6.33	87.51
23. Methods/ variety												
Responses	0	0	0	14	2	0	1	2	13	2	1	13
%	0	0	0	87.51	12.54	0	6.33	12.54	81.33	12.54	6.33	81.33
24. Communicates												
Responses	0	1	0	13	2	0	1	2	13	0	1	15
%	0	6.33	0	81.33	12.54	0	6.33	12.54	81.33	0	6.33	93.83

Appendix I (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
25. Team player												
Responses	0	0	0	13	3	0	2	1	13	0	2	14
%	0	0	0	81.33	18.81	0	12.54	6.33	81.33	0	12.54	87.51
26. Decision making												
Responses	0	13	0	3	0	0	0	13	3	1	1	14
%	0	81.33	0	18.81	0	0	0	81.33	18.81	6.33	6.33	87.51
27. Judgment												
Responses	0	14	0	2	0	0	0	3	13	0	1	15
%	0	87.51	0	12.54	0	0	0	18.81	81.33	0	6.33	87.51
28. Students/respect												
Responses	0	0	0	16	0	0	0	2	14	0	1	15
%	0	0	0	100	0	0	0	12.54	87.51	0	6.33	87.51
29. Student involved												
Responses	0	15	0	1	0	0	0	2	14	0	2	14
%	0	93.83	0	6.33	0	0	0	12.54	87.51	0	12.54	87.51
30. Meeting. Attendance												
Responses	0	0	0	0	16	0	0	1	15	0	1	15
%	0	0	0	0	100	0	0	6.33	93.83	0	6.33	93.83

Appendix I (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
31. Administration. informed												
Responses	0	0	0	0	16	0	0	1	15	0	1	15
%	0	0	0	0	100	0	0	6.33	93.83	0	6.33	93.83
32. School policies												
Responses	0	0	0	0	16	0	0	3	13	0	1	15
%	0	0	0	0	100	0	0	18.81	81.33	0	6.33	93.83
33. Self improvement												
Responses	0	0	1	2	13	0	0	1	15	1	1	14
%	0	0	6.33	12.54	81.33	0	0	6.33	93.83	6.33	6.33	87.51
34. Community resources												
Responses	0	0	13	1	2	0	0	13	3	2	1	13
%	0	0	81.33	6.33	12.54	0	0	81.33	18.81	12.54	6.33	81.33
35. Accurate records												
Responses	0	0	2	2	12	0	0	3	13	0	2	14
%	0	0	12.54	12.54	75	0	0	18.81	81.33	0	12.54	87.51
36. Other activities												
Responses	0	0	0	0	16	0	0	13	3	0	2	14
%	0	0	0	0	100	0	0	81.33	18.81	0	12.54	87.51

Appendix I (Continued)

Item Number	Domain					Association				Clarity		
	1	2	3	4	5	1	2	3	4	1	2	3
37. Positive role												
Responses	0	1	0	0	15	0	0	1	15	0	2	14
%	0	6.33	0	0	93.83	0	0	6.33	93.83	0	12.54	87.51
38. Personnel appointments												
Responses	0	0	0	0	16	0	1	2	13	0	1	15
%	0	0	0	0	100	0	6.33	12.54	81.33	0	6.33	93.83
39. Professional. conduct												
Responses	0	0	0	0	16	0	0	2	14	0	1	15
%	0	0	0	0	100	0	0	12.54	87.51	0	6.33	93.83
40. Discipline												
Responses	0	16	0	0	0	0	0	1	15	0	1	15
%	0	100	0	0	0	0	0	6.33	93.83	0	6.33	93.83

APPENDIX J

Competency Statements by Domain

Domains Established by Peer and Expert Validation

Prior to the survey validation, eight domains (effectiveness, pedagogical content knowledge, classroom management and instruction, behavior management, attitude, life experience, professionalism and evaluation) were identified. Fifty competency statements had been created to evaluate alternative and traditionally certified teachers. At the end of the first validation, these 8 domains had been consolidated into five domains (content knowledge, classroom management and instruction, instructional planning, human relations skills, and professionalism) and eight Competency Statements had been deleted (CS 8,9,17, 23, 32, 38, 42, 46). After completion of the second survey validation, 2 Competency Statements (CS 41, 42) were deleted leaving a total of 40 Competencies Statements. These are as listed below:

Domain 1

CS 1- 1.This teacher exhibits mastery of instructional subject and instructed grade level.

Domain 2

CS 7- This teacher utilizes instructional assistants and resources appropriately and effectively.

CS 8- This teacher maintains classroom environment conducive to learning.

CS 9- This teacher implements division and state curriculum objectives.

CS 10 This teacher focuses students to tasks at the beginning of the lesson and maintains the focus.

Appendix J (Continued)

CS 11- This teacher communicates instructional objectives, reviews previous learning, and makes lessons relevant.

CS 12- This teacher presents concepts and skills in a clear, coherent, and logical manner using correct and appropriate techniques and professional practices.

CS 13- This teacher assigns appropriate amounts of homework and practice assignments.

CS 14- This teacher plans and initiates a variety of resources into units of study.

CS 15- This teacher evaluates student achievement using a variety of techniques.

CS 16- This teacher modifies instruction based on the needs of challenged students.

CS 17- This teacher evaluates classroom student achievement and provides feedback to the student and parents.

CS 18- This teacher varies instructional activities to address student-learning styles.

CS 19- This teacher conveys a belief in high expectations.

CS 20- This teacher reteaches for mastery of instructional content.

CS 26- This teacher uses decision-making processes, which allow for quality decisions.

CS 27- This teacher handles educational situations with poise and good judgment.

CS 29- This teacher establishes routines, which keep students, involved in the task at hand and which prevent potential behavioral problems.

CS 40- This teacher effectively addresses classroom discipline.

Appendix J (Continued)

Domain 3

CS 3- This teacher utilizes current curriculum guides/ competency lists.

CS 4- This teacher shows evidence of long-range planning.

CS 5- This teacher plans for individual instructional differences among students.

CS 6- This teacher plans appropriate assessment strategies for student progress.

CS34- This teacher includes the community and its resources (partnerships, mentors, etc.) in their instruction.

Domain 4

CS 23- This teacher uses different methods and strategies to communicate and build positive relationships with co-workers, students, parents and administrators.

CS 24- This teacher effectively communicates in an effective manner.

CS 25- This teacher works with peers to accomplish a group goal. Is a “ team player.”

CS28- This student treats all students with respect.

Domain 5

CS 2- This teacher keeps current in instructional field and applies new knowledge in their classroom instructional program.

CS 21- This teacher communicates personal enthusiasm for content and learning.

CS 22- This teacher demonstrates acceptance of each student regardless of socio-economics, diversity, religion or disabling condition.

Appendix J (Continued)

CS 30- This teacher attends school related meetings in a timely manner.

CS 31- This teacher keeps school administration informed about pertinent issues.

CS 32- This teacher upholds the division and school's policies and regulations.

CS 33- This teacher seeks to improve self and performance.

CS 35- This teacher prepares, organizes, and maintains accurate records.

CS 36- This teacher assists in extra-curricular activities.

CS 37- This teacher conducts self in a manner, which serves as a positive role model.

CS 38- This teacher schedules personal obligations outside contract hours where possible.

CS 39- This teacher dresses and conducts self in a professional manner.

Appendix J (Continued)

Domains Established by Factor Analysis

Competency Statements by Domain

Four domains emerged during the factor analysis with Varimax rotation accomplished during the study's data analysis. These are as listed below:

Domain 1

CS 1- 1.This teacher exhibits mastery of instructional subject and instructed grade level.

CS 2- This teacher keeps current in instructional field and applies new knowledge in their classroom instructional program.

CS 4- This teacher shows evidence of long-range planning.

CS 5- This teacher plans for individual instructional differences among students.

CS 6- This teacher plans appropriate assessment strategies for student progress.

CS 7- This teacher utilizes instructional assistants and resources appropriately and effectively.

CS 8- This teacher maintains classroom environment conducive to learning.

CS 9- This teacher implements division and state curriculum objectives.

CS 10- This teacher focuses students to tasks at the beginning of the lesson and maintains the focus.

CS 11- This teacher communicates instructional objectives, reviews previous learning, and makes lessons relevant.

CS 12- This teacher presents concepts and skills in a clear, coherent, and logical manner using correct and appropriate techniques and professional practices.

CS 13- This teacher assigns appropriate amounts of homework and practice assignments.

CS 14- This teacher plans and initiates a variety of resources into units of study.

Appendix J (Continued)

CS 15- This teacher evaluates student achievement using a variety of techniques.

CS 16- This teacher modifies instruction based on the needs of challenged students.

CS 17- This teacher evaluates classroom student achievement and provides feedback to the student and parents.

CS 18- This teacher varies instructional activities to address student-learning styles.

Domain 2

CS 20- This teacher reteaches for mastery of instructional content.

CS 21- This teacher communicates personal enthusiasm for content and learning.

CS 22- This teacher demonstrates acceptance of each student regardless of socio-economics, diversity, religion or disabling condition.

CS 23- This teacher uses different methods and strategies to communicate and build positive relationships with co-workers, students, parents and administrators.

CS 24- This teacher effectively communicates in an effective manner.

CS 25- This teacher works with peers to accomplish a group goal. Is a “team player.”

CS 26- This teacher uses decision-making processes, which allow for quality decisions.

CS 27- This teacher handles educational situations with poise and good judgment.

CS 28- This student treats all students with respect.

Appendix J (Continued)

CS 29- This teacher establishes routines, which keep students, involved in the task at hand and which prevent potential behavioral problems.

CS 30- This teacher attends school related meetings in a timely manner.

CS 31- This teacher keeps school administration informed about pertinent issues.

CS 32- This teacher upholds the division and school's policies and regulations.

CS 33- This teacher seeks to improve self and performance.

CS 34- This teacher includes the community and its resources (partnerships, mentors, etc.) in their instruction.

CS 35- This teacher prepares, organizes, and maintains accurate records.

CS 36- This teacher assists in extra-curricular activities.

CS 37- This teacher conducts self in a manner, which serves as a positive role model.

CS 38- This teacher schedules personal obligations outside contract hours where possible.

CS 39- This teacher dresses and conducts self in a professional manner.

CS 40- This teacher effectively addresses classroom discipline.

Domain 3

CS 3- This teacher utilizes current curriculum guides/ competency lists.

Domain 4

CS 19- This teacher conveys a belief in high expectations.

APPENDIX K



Date:

Dear Fellow Administrator:

It is becoming increasingly difficult to obtain effective quality teaching staff in today's public schools. In answer to the shortages which public schools are facing, many states have been certifying teachers in programs other than those regarded as "traditional," or those graduating from a formal university or college teaching degree producing program. These "alternatively" certified teachers, personnel possessing collegiate degrees in areas other than education, are being hired in ever increasing numbers. These numbers will likely increase. As part of my dissertation *I would like to know how these alternatively certified teachers compare to traditionally certified teachers*. My goal is to quantify experienced perceptions of Hampton Roads principals concerning the effectiveness of alternative and traditionally certified teachers. I am asking you to participate in this important effort. As a practicing administrator, please share your thoughts on this important topic?

Your responses to the survey will be held in strictest confidence. No responses will be identifiable with an individual, school or school district. Surveys are numbered only to permit follow-up on non-returns. Completion of the survey should require no more than 15 minutes. Please return the completed survey in the enclosed envelope within ten working days.

Thank you very much for your help in the completion of this project.

Sincerely,

Charles "Mike" Nusbaum
Assistant Principal
Gloucester High School
Doctoral Candidate

Sincerely,

Stephen Parson
Professor
Co-Chair

Sincerely,

Mary Yakimowski
Adjunct Professor
Co-Chair

Appendix K (Continued)

Evaluation of Alternately and Traditionally Certified Teachers
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Demographic Information

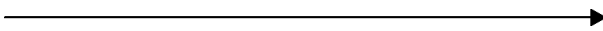
1. How many years of teacher evaluation experience do you have? _____
2. What level school are you at?
 _____elementary school _____middle school _____high school _____alternative school _____other
3. What is your formal education experience?
 _____undergraduate _____Masters level _____masters degree plus _____doctoral level?
4. Approximately how many teachers do you presently evaluate?
 _____1- 10 _____11-20 _____21-30 _____31- 40 _____41 or more
5. Approximately how many alternately certified teachers do you or have you evaluated?
 _____1- 5 _____6- 10 _____11-15 _____15-20 _____20 or more
6. Were you certified in a _____ traditional or _____ alternative program?

Appendix K (Continued)

Evaluation of Alternately and Traditionally Certified Teachers

Directions: Please circle the most appropriate abbreviation on the following scale to indicate your agreement with all items. You will circle **one answer for alternately certified teachers** and **one column for traditionally certified teacher** for a total of **two** circles per question.

1	Do you now or have you evaluated alternately certified teachers? (If “no” please complete only this demographic portion of the survey and return in the enclosed envelope).	Yes _____ No _____	
<u>Effectiveness Measures</u> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> Strongly disagree 1 </div> <div style="text-align: center;"> 2 </div> <div style="text-align: center;"> 3 </div> <div style="text-align: center;"> 4 </div> <div style="text-align: center;"> Strongly Agree 5 </div> </div> This teacher...		Alternately Certified Teachers	Traditionally Certified Teachers
2	exhibits mastery of instructional subject and instructed grade level.	1 2 3 4 5	1 2 3 4 5
3	keeps current in instructional field and applies new knowledge in their classroom instructional program.	1 2 3 4 5	1 2 3 4 5
4	utilizes current curriculum guides/competency lists.	1 2 3 4 5	1 2 3 4 5
5	shows evidence of long-range planning.	1 2 3 4 5	1 2 3 4 5
6	plans for individual instructional differences among students.	1 2 3 4 5	1 2 3 4 5
7	plans appropriate assessment strategies for student progress.	1 2 3 4 5	1 2 3 4 5
8	utilizes instructional assistants and resources appropriately and effectively.	1 2 3 4 5	1 2 3 4 5
9	maintains classroom environment conducive to learning.	1 2 3 4 5	1 2 3 4 5
10	implements division and state curriculum objectives.	1 2 3 4 5	1 2 3 4 5
11	focuses students to tasks at the beginning of the lesson and maintains the focus.	1 2 3 4 5	1 2 3 4 5
12	communicates instructional objectives, reviews previous learning, and makes lessons relevant.	1 2 3 4 5	1 2 3 4 5
13	presents concepts and skills in a clear, coherent, and logical manner using correct and appropriate techniques and professional practices.	1 2 3 4 5	1 2 3 4 5
14	assigns appropriate amounts of homework and practice assignments.	1 2 3 4 5	1 2 3 4 5
15	plans and initiates a variety of resources into units of study.	1 2 3 4 5	1 2 3 4 5
16	evaluates student achievement using a variety of techniques.	1 2 3 4 5	1 2 3 4 5
17	modifies instruction based on the needs of challenged students.	1 2 3 4 5	1 2 3 4 5

<u>Effectiveness Measures</u>							Alternatively Certified Teachers					Traditionally Certified Teachers				
Strongly disagree 1		2	3	4	Strongly Agree 5											
This teacher...																
18	evaluates classroom student achievement and provides feedback to the student and parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
19	varies instructional activities to address student-learning styles.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
20	conveys a belief in high expectations.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
21	This teacher reteaches for mastery of instructional content.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22	This teacher communicates personal enthusiasm for content and learning.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
23	This teacher demonstrates acceptance of each student regardless of socio-economics, diversity, religion or disabling condition.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
24	This teacher uses different methods and strategies to communicate and build positive relationships with co-workers, students, parents and administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
25	This teacher effectively communicates in an effective manner.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
26	This teacher works with peers to accomplish a group goal. Is a “ team player.”	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
27	This teacher uses decision-making processes, which allow for quality decisions.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
28	This teacher handles educational situations with poise and good judgment.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
29	This teacher treats all students with respect.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
30	This teacher establishes routines, which keep students, involved in the task at hand and which prevent potential behavioral problems.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
31	This teacher attends school related meetings in a timely manner.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
32	This teacher keeps school administration informed about pertinent issues.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
33	This teacher upholds the division and school’s policies and regulations.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
34	This teacher seeks to improve self and performance.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
35	This teacher includes the community and its resources (partnerships, mentors, etc.) in their instruction.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
36	This teacher prepares, organizes, and maintains accurate records.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
37	This teacher assists in extra-curricular activities.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
38	This teacher conducts self in a manner, which serves as a positive role model.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
39	This teacher schedules personal obligations outside contract hours where possible.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
40	This teacher dresses and conducts self in a professional manner.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
41	This teacher effectively addresses classroom discipline.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Please list any additional comments you might have concerning your observations of alternatively certificated teachers or certification programs. _____

APPENDIX L
First Reminder for Missing Surveys.

Date-

Dear Fellow Administrators:

About three weeks ago I wrote to you seeking your opinions concerning the effectiveness of alternatively and traditionally certified teachers. As of today, I have not received your completed survey.

My study will be one of the first of its kind to evaluate alternatively and traditionally certified teachers entering the educational field in Hampton Roads. Information gained from the study will help us to understand the impact of the ever growing numbers of alternatively certified teachers and their effect on education in our schools.

The survey was sent out to each of the principals of the areas 365 schools. For this reason, every single response is of critical import. For this study to truly reflect the opinions of Hampton Roads Principals it is imperative that each principal complete and return survey at your earliest convenience.

In the event that your survey has been misplaced, a replacement is enclosed. The estimated time to complete this survey is only about 15 minutes. Please take that short amount of time and complete it.

Your assistance in providing your opinions is greatly appreciated.

Sincerely,

Mike Nusbaum
Assistant Principal, Gloucester High School

Second Reminder for Missing Surveys.

Date_____

Dear Colleague:

Some weeks ago I sent you a survey to you seeking your opinions concerning the effectiveness of alternatively and traditionally certified teachers. As of today your completed survey has not been returned.

Over _____ principals from the Hampton Roads area have returned the survey so far, but my ability to thoroughly describe teacher opinions on this topic will depend on you and other who have not yet responded. Since all principal in the Hampton Roads area are being surveyed and your school is a major part of the area's educational community, it is critical that you respond. It is very important to the validity of this study.

Therefore, a replacement survey is enclosed. May I urge you to complete and return it as quickly a possible?

Answers to questions you might have:

1. **Why is this research so important?**

Answer: Because of the ever-growing shortage of trained and certified teachers, individuals who have been alternatively certified are filling more and more teaching positions. There is a critical need to evaluate the effectiveness of these individuals. Your experience is a critical part of that puzzle.

2. **Will the information I return be confidential?**

Answer: Absolutely yes! No individual, school, or school division will be identified in this study. .

3. Why a certified letter? It is so important to this study that certified mail is required. It is possible that my previous surveys may not have reached you.

I obviously this is timely and important research, and I thank you for helping me to fill in the pieces to the puzzle.

Sincerely,

Charles M. Nusbaum
Assistant Principal, Gloucester High School
Doctoral Candidate

APPENDIX N

Respondent Comments to Comparative Statements (N= 139)

Below are the comments derived from responses to comparative statements.

Comparative Statement #	Comment
1	"The AC teachers I have known have high but unrealistic expectations of how they are going to teach."
1	"Several of the teachers (AC) which I have supervised have basic knowledge but don't know how to teach it. "This is particularly true of mathematics and science instruction.
1	"It takes most of them a full semester to get organized."
1	"Most try hard but don't have the skills."
1	"Despite her hard effort my teacher tries hard but simply doesn't know what she is teaching."
1	"AC teachers seem to think that simple knowledge is easy to instruct."
1	"These math teachers need far more mentoring time."
1	"They have potential and want to do well."
1	"They seemed full of energy but were lacking in skills."
1	"The total lack of subject knowledge makes these teachers almost worthless."
2	" Strict lecture, nothing new or cooperative."
4	"She (the alternatively certified teacher) has not taken many education (methods) courses and I believe it really shows."

(Appendix N continued.)

- 5 "These people don't seem to know anything about the true meaning of diversity."
- 8 "Classroom management issues are the biggest problems with alternatively certified teachers as a group."
- 8 "Alternatively certified teachers think teaching is easy and struggle in classroom management then try to teach curriculum. Many times we lose an entire year vs. a quarter/semester for traditionally certified teachers."
- 10 "AC teachers seem to have trouble keeping students on task."
- 18 "Most of these teachers (alternatively certified) do not seem to be student centered. They tend to be "lecture" types and student discipline seems to be weak."
- 19 "AC- Lack of true commitment to the profession. Lacks many of the key components that make up the teaching act. (eq.) classroom management planning, human relations etc;."
- 25 "All young teachers seem to feel that their job can always be done during contract hours."
- 32 "Many are not familiar with how schools work or the policies to be followed, particularly Special Education."
- 33 "The basic differences appear to be in instructional delivery techniques and professional development."
- 34 "Very limited involvement of others in innovative educational thought."
- 39 "Generally, all teachers present themselves professionally. I have had much success w/the English, Science, Math, and vocational teachers who were certified through an alternative means."
- General "All the alternative certification teachers I have evaluated are from a military background. They have much to offer the teaching profession."

(Appendix N continued.)

- | | |
|---------|--|
| General | “The teachers I have evaluated who were alternatively certified were excellent. You have to be scrupulous in the hiring process whether alternatively or traditionally certified. The majority of traditionally certified teachers I evaluated are veterans. The alternatively certified tend to be younger.” |
| General | “As you can see, I have not observed many differences. When observed though, the difference has been to the credit of the alternative certified.” |
| General | “There is an air of disrespect from non-educators in the world where everyone thinks they can teach. I resent the influx of X-military and other retired folk from the business world. I do not see the level of certified understanding about our subject area knowledge or the commitment to learn it from the alternatively.” |
| General | “The new program at ODU seems to be working well. We are pleased with the teacher we hired this year from "Career Switchers." They continue meeting on Saturdays and are assigned a mentor. It is great having a teacher with "real life" experience.” |

Appendix O

Alternative Licensure in the Commonwealth of Virginia

(Commonwealth of Virginia, 1998)

An individual who is employed by a Virginia school division or nonpublic school can be issued a three-year, nonrenewable provisional license upon the request of the Virginia employing educational agency if the individual:

- holds a baccalaureate degree from a regionally accredited institution, and
- satisfies one or more specific endorsement areas (teaching areas).

The following requirements must be satisfied in order to become eligible for the five-year renewable license:

1. Professional Teacher's Assessment (Please refer to the web site, [Professional Teacher's Assessment](#), for more detailed information regarding this requirement.)
2. Professional Studies Requirements: Professional studies course work specified below from a regionally accredited four-year institution or an alternative program for licensure may be submitted by the employing educational agency for review and approval by the Superintendent of Public Instruction, Virginia Department of Education. Refer to the professional studies requirements listed in the [Licensure Regulations for School Personnel](#).
3. Early/primary education, elementary education, and middle education - 18 semester hours
 - Human Growth and Development - 3 semester hours
 - Curriculum and Instructional Procedures - 6 semester hours

Appendix O (Continued)

Foundation of Education - 3 semester hours

- Reading: 6 semester hours

Early/primary prek-3 and elementary pre k-6:

- Language Acquisition and Reading - 6 semester hours

- Middle Education 6-8

- Language Acquisition - 3 semester hours

- Reading in the Content Area - 3 semester hours

Special education - 18 semester hours

- Human Growth and Development - 3 semester hours

- Curriculum and Instructional Procedures - 6 semester hours

- Foundations of Education - 3 semester hours

- Language Acquisition and Reading - 6 semester hours

Adult education, Prek-12 endorsements, and secondary grades 6-12 endorsements

- 15 semester hours

- Human Growth and Development - 3 semester hours

Appendix O (Continued)

- Curriculum and Instructional Procedures - 6 semester hours

- Foundations of Education - 3 semester hours

- Reading in the Content Area - 3 semester hours

3. One year of successful, full-time teaching experience in the endorsement area in an accredited public or nonpublic school. A full-licensed experienced teacher must be available in the school building to assist the beginning teacher employed through the alternative route.

VITA

Charles Michael Nusbaum was born in 1949, the son of career military parents. He traveled the world with his parents and sister. Upon his father's retirement in 1962 the family settled in Atlanta, Georgia, where Mike graduated from Lakeside High School in 1967. He attended North Georgia Military College and graduated with a Bachelors of Arts degree in Sociology in 1971. Upon graduation, he was commissioned as a Second Lieutenant in the United States Army as an Armor Officer. During his time in the Army, Mike received a Masters of Science degree in Public Administration from Western Kentucky University.

Upon his retirement in 1991, Mike attended the Military Transition Program at Old Dominion University in Norfolk, Virginia, received a Masters of Arts degree in Education, and was alternatively licensed by the Commonwealth of Virginia to teach. Mike taught English, History and Computer Science at Yorktown Middle School in York County, Virginia from 1992 through 1997 where he also served one year as an Acting Assistant Principal.

In 1997, Mike received an Educational Specialist degree from George Washington University and became an Assistant Principal at Gloucester High School, a position that he presently holds. He was accepted into the Doctoral program at Virginia Tech in 1998.

Mike is married to his wife Paula of 27 years, and is the father of two children, a son Christian and a daughter Ashley. They reside in Williamsburg, Virginia.