

**THE STATUS OF ALTERNATIVE TEACHER CERTIFICATION  
AND A DESCRIPTIVE ANALYSIS OF  
ALTERNATIVE CERTIFICATION PROGRAMS AND PARTICIPANTS**

by

Judy M. Khaloui

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APPROVED:

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Houston Conley, Chairman

---

Jim C. Fortune

---

Ronald L. McKeen

---

Kenneth E. Underwood

---

James F. Wolf

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Blacksburg, Virginia

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**(ABSTRACT)**

The purpose of this study was to report the status of alternative teacher certification in each of the 50 states and the District of Columbia and to provide a descriptive analysis of alternative certification programs and participants.

Descriptive survey research was used in this study. State Offices of Teacher Education and Certification in each of the 50 states and the District of Columbia were contacted and surveyed to obtain the data.

It was determined that 30 states had enacted alternative certification provisions and were implementing alternative certification programs. Eleven additional states and the District of Columbia were found to be considering or having proposed provisions for alternative certification. The majority of alternative certification programs in operation were established during the 1980s, and over 50% of the states implementing alternative

certification programs cited a shortage of teachers as a rationale for the programs' establishment.

An analysis of the characteristics of alternative certification programs revealed that all programs required a bachelor's degree for admission into the program. Formal instruction often required some type of prescribed coursework, and field experience in the majority of programs allowed participants to assume full time teaching responsibilities prior to completing the program. The length of alternative certification programs ranged from 1 to 5 years.

Data on alternative certification program participants were limited. From the demographic data obtained, it was determined that most participants were Caucasian and were female. Based upon data received from ten states, it was further determined that 3,249 participants had achieved regular certification after completing an alternative certification program.

The provider of an alternative certification program was identified as either a local school district, an institution of higher education, a state education agency, or a collaboration of these entities. No differences were found in the programs' characteristics or the gender and the ethnicity of the participants, based on the provider.

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## DEDICATION

This study is dedicated to my loving husband, Tony, for his generous support, inspiration, understanding, patience, and encouragement, and is presented in memory of my dear parents, Donald and Ethel Lookenhouse, and my dear friends, Khanoom Foroutan and Hassan Khaloui. Their belief in my abilities gave me the strength to pursue this goal.

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## **CHAPTER 1**

### **INTRODUCTION**

Shortages of qualified teachers have prompted many states to establish policies which allow alternative routes to teacher certification (Adelman, 1986). Alternative certification programs have been designed to expand the pool of teachers by recruiting and training non-education majors for the teaching profession. Roth and Lutz (1986) have described these programs as nontraditional teacher preparation programs which offer college graduates without teacher education preparation, a way to obtain regular teacher certification.

Teacher shortages have varied from state to state, and certain geographic areas and academic disciplines have experienced a greater lack of teachers than have others. For example, large urban areas and small rural schools have had difficulty in attracting qualified teachers (Brown, 1988). Also, frequently the supply of math, science, and foreign language teachers has been found to be insufficient (Graham & Million, 1986; Hawley, 1986; Watts, G. D., 1986).

Recent reform reports have noted teacher shortages in similar critical subject areas and recommended that ways be found to attract non-education graduates to teach in the

schools (National Commission on Excellence in Education, 1983; National Science Board, 1983; Boyer, 1983). As Hutton (1987) contends, although not always labeled as such, these recommendations suggest and support alternative certification routes.

Emergency certification and out-of-field assignments have previously been used by states to balance the teacher supply and demand scenario. In fact, Roth reported in 1986 that all states except Virginia and Vermont had emergency certification policies (Roth, 1986b). Recently, however, states have sought more efficient and substantive ways to increase the pool of teachers. Hence, alternative certification provisions and programs have evolved. Alternative certification programs have attempted to increase the number of qualified teachers by offering non-education majors a means of obtaining regular teacher certification through a nontraditional preparation program.

#### Statement of the Problem

The status of alternative teacher certification in the United States has not remained constant, and there is evidence indicating that the number of states implementing alternative certification programs will increase in the near future. According to Graham and Million (1986), a teacher shortage projected to increase throughout this decade

creates an environment for an increase in the number of alternative certification programs. Such programs have also recently gained impetus from the National Governors' Association. The National Education Goals adopted by members of this group on February 25, 1990 stated that alternative certification avenues must be provided for gifted professionals who want to teach (National Governors' Association, 1990).

A report published by the National Center for Education Information (NCEI) in June 1990 identified 33 states that were operating alternative certification programs and 15 states that were considering or had proposed provisions for alternative certification (Feistritzer, 1990). This showed an increase over earlier figures. According to Feistritzer, in 1984 eight states had alternative certification provisions, and in 1986, 23 states were implementing alternative certification programs (in Carey, Mittman, & Darling-Hammond, 1988).

Since the number of states implementing alternative certification programs continues to change, the status of alternative certification needs to be constantly updated. In addition, although the number of states establishing alternative certification programs has continued to increase, material describing and comparing alternative certification programs remains limited, and very little data

describing participants in alternative certification programs have been gathered. Research is needed which will provide descriptive information on both alternative certification programs and participants in alternative certification programs.

#### Purpose of the Study

The purpose of this study was to report the status of alternative teacher certification in each of the 50 states and the District of Columbia and to provide a descriptive analysis of alternative certification programs and participants. This study was designed to collect and analyze information on the characteristics of alternative certification programs and on the demographic profiles of alternative certification program participants. The provider of each alternative certification program was identified and a determination made as to whether the programs' characteristics and demographic profiles of the participants differed based on the type of provider. In addition, data were gathered on the rationales used to establish the alternative certification programs and on the number of persons obtaining regular certification after completing an alternative certification program.

The results of this study will provide information on the state of the art of alternative teacher certification.

This information will help guide policy makers and educators when making decisions about the future development of alternative certification programs and provisions.

### Research Questions

The following research questions were answered in this study.

1. What is the status of alternative teacher certification in the 50 states and the District of Columbia?
2. What rationales have been used to establish alternative certification programs?
3. Who acts as providers for alternative certification programs?
4. Do the programs' characteristics differ based on the type of provider? If so, how?

#### Characteristics:

- Admission Criteria
- Formal Instruction Required
- Field Experience Provided
- Program Duration

5. Do the demographic profiles of individuals enrolled in alternative certification programs differ based on the type of provider? If so, how?

#### Demographic Data:

- Age

- Gender
- Ethnicity
- Undergraduate Major
- Highest Degree Received

6. How many individuals have obtained regular certification through alternative certification programs?

### Basic Assumptions

It was assumed that the information gathered from the states accurately reflected the status of alternative teacher certification.

### Definitions

Alternative Certification--a process by which an individual may acquire a regular teaching certificate (not emergency) through a nontraditional certification program.

Alternative Certification Program--a teacher preparation program established as a result of state alternative certification provisions that offers a nontraditional route to regular certification.

Beginning Teacher Program--a program for first year teachers providing support, supervision, and additional training.

Emergency Certification--temporary certification given to a degreed or a nondegreed individual to fill a position

for which no regular certified teacher can be found. It is expected that a person granted emergency certification will obtain the necessary credentials for regular certification or be replaced by a regular certified teacher.

Licensure--a legal process which permits a person to practice a trade or profession once he or she has met certification standards.

Out-of-Field Assignment--assigning a fully certified teacher to teach in an area where he or she is not certified.

Provider(s)--a local education agency (LEA), an institution of higher education (IHE), a State Education Agency (SEA), or a collaboration of these entities that is responsible for designing, operating, and administering an alternative certification program.

Teacher Certification--a process which ensures that persons entering teaching have met minimum standards of competence, thus being recommended for licensure by a state.

Traditional Teacher Education Program--an approved teacher training program in a college or university requiring coursework and student teaching and offering a baccalaureate degree in education.

### Delimitations

The study was delimited in that only alternative teacher certification programs established as a result of state provisions were described.

### Organization of the Study

This study is divided into five chapters. Chapter 1 contains the introduction to the study. It also includes the statement of the problem, the purpose of the study, the research questions, the basic assumptions, the definitions, the study's delimitations, and the organization of the study.

Chapter 2 presents a review of the literature related to alternative certification. Rationales for alternative certification, arguments for and against alternative certification, and brief descriptions of alternative certification programs and participants are presented.

Chapter 3 includes a description of the research methodology, the population, and the instrumentation used in the study. The procedures employed for data collection and the methods of analysis are also described.

Chapter 4 presents the results. The status of alternative certification is reported, and descriptive data on alternative certification programs and participants are presented and analyzed. In addition, rationales for



alternative certification programs and data on the number of individuals certified through alternative certification programs are provided.

Chapter 5 contains the summary, findings, conclusions, and recommendations of the study.

## CHAPTER 2

### REVIEW OF LITERATURE

The purpose of this chapter is to provide a review of the literature relevant to alternative teacher certification. For the purpose of background information, a brief description of teacher certification is also provided.

#### Teacher Certification

Teacher certification has been defined as a process which formally acknowledges that an individual is qualified to supervise the learning experiences of children (Mitzel, 1982). It verifies that a person has met the requirements for a certificate and affirms that only a properly trained individual is allowed to instruct children. It is generally assumed that satisfactory completion of courses and experiences specified in a state's certification requirements gives evidence of a person's ability to teach (Sikula & Roth, 1984).

#### The States' Role in Teacher Certification

States have the legal authority to certify educators. Eligibility for teacher certification usually requires

fulfilling the following broad requirements (Dejnozka & Kapel, 1982):

- Meeting citizenship, health, age, and moral requirements
- Completing a bachelor's degree containing prescribed courses, or a total state approved teacher training program
- Completing specific courses required by a state

Testing has also become part of many states' certification requirements. Passing of a teacher competency exam is now often necessary for teacher certification.

A state's legal authority to approve teacher education programs is provided by specific statutes or by state education agency rules and regulations (National Association of State Directors of Teacher Education and Certification, 1986). Common requirements in state approved teacher education programs include completion of a prescribed number of credit hours in professional studies, in student teaching, and in a designated subject area (ERIC, 1986). If a state uses an approved program route to certification, an individual who satisfactorily completes a state approved program at an institution that has been accredited by the National Council for Accreditation of Teacher Education (NCATE) and/or by the National Association of State

Directors of Teacher Education and Certification (NASDTEC) is usually granted certification (Mitzel, 1982).

Even though each state has specific certification standards and requirements, reciprocity agreements do exist whereby an individual who has obtained certification in one state may be eligible for certification in another. Reciprocity is often possible among states with similar standards or with standards based upon those developed by NASDTEC. Also, graduates of institutions accredited by NCATE are likely to be eligible for certification under reciprocity agreements (Mitzel, 1982).

#### Development of Teacher Certification Standards

The issuing of teaching certificates can be traced back to Europe during the Middle Ages. At that time, bishops of a diocese issued permits or licenses to teach (Brown, 1988).

In the United States, during the late 1600's, communities required tests of individuals desiring teaching licenses (Williamson, 1984). Chandler (1987) described how in 1686 the General Assembly of Virginia requested the appointment of a person in every county who could examine and license schoolmasters. Qualifications for the license were based upon an individual's ability to govern a school, moral character, and academic attainments. Local authorities retained control over the licensing process and

were responsible for interviewing and examining candidates. Due to the scarcity of teachers, the exams were often adapted to suit the candidate, and it was not unusual to detect favoritism or prejudice in the process.

Teacher licensing exams to identify competence continued to be used during the colonial times and into the 19th century. Local control over this process was retained until the mid 19th century. At that time, State Departments of Education were created and began to take over the responsibility of licensing exams.

The formal study of education and teacher training also developed during the 19th century. In 1831, the first teacher education program at the college level began at Washington College, Pennsylvania (Zumwalt, 1988), and in 1839 the first state normal school for teacher training was established (Darling-Hammond & Berry, 1988). During this same time period, the process of certification also evolved. As with licensing, this too became a state function rather than a function of the local community or counties (Williamson, 1984). Williamson contended that when professional organizations emerged and normal schools developed and increased in number, successful completion of institutional preparation became accepted as the basis for certification. This institutional based system became increasingly recognized as the standard for certification

and replaced the nineteenth century field based exam system of teacher licensing.

As the 20th century progressed, certification standards greatly increased in number and complexity. Supporters of pedagogical study enacted laws in the early part of the century that made specific courses in education, requirements for certification (Conant, 1963). Professional training also became recognized as a standard for certification (Monroe, 1952). After WWII, most states' certification requirements included successful completion of subject matter courses, professional education coursework, a general liberal arts education, and practice teaching (Zumwalt, 1988). In addition, according to Williamson (1984), currently most states' certification standards stipulate that individuals must complete their teacher training in state approved college or university programs.

Darling-Hammond and Berry (1988) reported that during the 1980s, concerns about the quality of the teacher workforce produced dramatic changes in teacher certification policies. These changes in teacher preparation and certification included:

- New entrance requirements into teacher education programs
- Increased program requirements in teacher education

- Specific credentialing requirements for subject area and grade levels taught
- Establishment of alternative routes to certification
- Teacher competency testing requirement
- Implementation of beginning teacher programs
- Additional recertification requirements

Sikula and Roth reported in 1984 that at least half of the states had enacted major reforms in teacher certification. They contended that the aim of many reforms was to revise and strengthen the certification process, and thus improve the status of the teaching profession.

The increased number of certification standards and requirements created by these changes generated criticisms about the teacher certification process in general. Parramore (1986) stated, "Teacher certification went from little or no regulation in the earlier century to over-regulation in the twentieth" (p. 8). She viewed teacher certification as increasingly static and regulated. Hazlett (1984) also believed that the current certification process in various states was a tangled thicket, and overloaded, incoherent, and byzantine in complexity. He contended that the cumbersomeness of many present certification practices led to the development of alternative certification. Darling-Hammond and Berry (1988) also suggested that alternative certification was often created allowing

candidates to avoid the increasing number of certification requirements.

### Alternative Teacher Certification

Roth and Lutz (1986) described alternative teacher certification as a state adopted process by which individuals could acquire a regular teaching certificate through a nontraditional program. Alternative certification offered college graduates without teacher education preparation a way to become certified. Adelman (1986) suggested that alternative certification was viewed as a partial response to those who sought to improve the teaching profession, and according to Uhler (1987), alternative certification was a significant and growing force in expanding the pool of qualified teachers.

Alternative certification has not been a recent phenomenon in education. The Smith-Hughes Vocational Education Act of 1917 permitted skilled workers from the private sector to be certified and employed as vocational education teachers. These individuals taught in federally funded vocational education programs in the public schools. The instructors were required to have had work experience in the specific area taught, but were not required to have earned a teacher education degree (Erekson & Barr, 1985).



Within the past decade, the number of states enacting provisions for alternative certification has steadily increased. A Rand study provided figures reported by Feistritzer that showed eight states having provisions in 1984 and 23 having provisions in 1986 (Carey et al, 1988). In a study published by NCEI in 1990, 33 states were reported to have alternative certification provisions (Feistritzer, 1990).

A social political backdrop has caused the process of alternative certification to gain momentum. Alternative certification has been supported by various organizations and has been a common element in many education reform reports. As described by Erekson & Barr (1985), reports by Boyer, 1983; the National Commission, 1983; and the National Science Board, 1983, have emphasized the need to provide alternative means of attracting qualified individuals with no education degrees to teach in the nation's schools. The Council of Chief State School Officers in Staffing the Nation's Schools: A National Emergency, urged state education agencies to develop alternative certification approaches so education would not lose a pool of prospective teachers (1984).

In President Bush's 1989 budget, 25 million dollars was allocated to help states and school districts design and implement alternative certification systems. This endeavor

was to offer a way that career individuals with no training in education could become teachers (Cordes & Wilson, 1989). More recently, the National Education Goals stressed that the number of qualified teachers in critical shortage areas, including rural and urban schools, in specialized fields such as foreign languages, mathematics, and science, and from minority groups must be increased (National Governors' Association, 1990). It was resolved that alternative certification avenues should be developed to provide ways for gifted professionals who wanted to teach, to do so.

### Rationales for Alternative Certification

#### Teacher Shortages

A reported and predicted shortage of teachers has been a major reason surrounding the development of alternative certification. Uhler (1987) stated,

Emergency certification, temporary assignments, part-time and flexible work schedules, teacher "cadets" and "interns", private enterprise staff partnerships, and importation of foreign teachers are historic means used by schools to fill empty classrooms. Today, we find "Alternative Certification" processes as a growing response to the present teacher shortage frustrating

education employers in large and small school districts throughout America's communities (p. 2).

Alternative certification has been viewed as a way to increase the supply of teachers by offering talented people who wanted to teach, an alternative route to regular certification.

Although controversy existed over the accuracy of predicted numbers of teachers needed, most sources projected a teacher shortage. The National Center for Educational Statistics (NCES) estimated one million new teachers would be needed between 1989 and 1993 (Hawley, 1986). It was also projected by NCES that schools of education would produce 72,000 fewer teachers than needed by 1992 ("Alternative Teacher," 1984), and by 1993 Zumwalt contended that the supply of teachers would only equal 63% of the demand (1988).

Others contended that traditional teacher education programs were not graduating sufficient numbers of teachers to even replace those that retired or left the profession (Brown, 1988). It has been said that of the current 2.3 million teachers, 900,000 will retire or quit during the next decade (Watts, G.D., 1986).

Watts, G. D. (1986) reported that fewer students were entering education programs and instead opting for training in better-paying careers such as engineering and computers.

He contended that this, coupled with the fact that "echo baby boomers" were entering school and enrollments were increasing, created the need for more teachers.

Thus far cities, high growth states in the south and west, and the math and science disciplines have experienced the most pronounced shortages of teachers. A Rand study reported on a survey done in 1983 by the Education Commission of the States which found 35 states showing shortages in math and only five states with no shortages in science (Carey et al, 1988). Hawley also reported small rural districts having difficulty in attracting and retaining an adequate number of qualified teachers (1986).

Hidalgo suggested that due to shifting urban demographics, enhanced curriculum requirements, high retirement rates, expanded career opportunities for men and women, and rigorous credentialing standards, the shortage would worsen (in Huling-Austin, 1986), and others contended that a shortage would soon effect all academic and geographic areas. Alternative certification has developed as a way to address and alleviate a teacher supply problem. Alternative certification has been described as a process that would attract more individuals into teaching and thus increase the pool of qualified teachers to staff the nation's schools.

## Concerns Over Traditional Programs and Participants

Dissatisfaction with the quality of teacher education programs and with the competency of the programs' participants and graduates has served as a catalyst for alternative certification. McKibbin (1988) stated that traditional preparation programs had not attracted the best and brightest students. It was also reported that education majors were found to be less academically talented and less competitive than non education majors (Brown, 1988; Roth, 1986a). Hutton (1987) contended that entrants into traditional teacher education programs were less academically able than their predecessors, and that traditional programs had failed to produce competent teachers.

Adelman (1986) expressed similar concerns. She reported on data given in studies by Darling-Hammond, 1984; NIE 1984; Blank & Raizen, 1985; Feistritz, 1985; and the Carnegie Forum on Education and the Economy, 1986, to provide evidence that there had been a decline in the quality of potential teachers since the 1960's. According to Cooperman and Klagholz (1985), SAT scores had also raised concerns over the ability of education students. In 1982, students preparing to teach scored 80 points lower than the national average.

Critics of traditional programs contended that the quality of education graduates could not improve when current teacher education programs were airy, impractical, and soft (Galluzo & Ritter, 1986). Roth (1986a) presented concerns about current teacher education programs expressed in national reports. The concerns centered on the programs' overall value, a body of knowledge that was seemingly lacking in the programs' content, and the programs' inability to produce competent teachers. Roth suggested better teachers might come if traditional programs were bypassed.

Inconsistencies with regard to required coursework were also cited as problems in traditional teacher preparation programs (Cooperman & Klagholz, 1985). With no agreement on a standard body of knowledge needed by all beginning teachers, principles and concepts stressed in one program varied greatly from those studied in another. This inconsistency had existed for some time. James Bryant Conant noted in 1963 that content discrepancies were prevalent among teacher education programs (Cooperman & Klagholz, 1985).

Joyce and Clift expressed dissatisfaction with traditional university programs, because they were not even close to being their best in preparing and serving participants (in McKibbin, 1988). They contended such

programs had replaced higher level thinking skills with easily achieved and measured skills. In addition, the programs offered little if any on-going supervision to new teachers, and often just "abandoned" these individuals after they entered the classroom.

Alternative certification has been deemed a solution to the concerns expressed. It has been seen as a process that would attract academically talented individuals into teaching and provide them with a sound preparation program. Competent participants would be enrolled in programs providing more practical formalized instruction and increased field experience and supervision.

#### Arguments Against Alternative Certification

Critics of alternative certification argued that such a process eroded the pedagogical standards and challenged the basic foundations of the teaching profession. Roth and Lutz (1986) contended that alternative certification implied that a professional knowledge base was weak. They viewed it as a process which failed to recognize the importance of professional training. Uhler (1987) argued that alternative certification depreciated pedagogical standards. She saw alternative certification as a simplistic solution to a major supply problem that only opened the way for ill-prepared candidates to teach.

Cooper-Shoup & Miller (1988) presented opinions that the alternative certification process was a conspiracy to bring unqualified teachers into the classroom. Watts, D. (1986) also rejected its merits and saw it as a substandard program which led to standard certification. Watts felt alternative certification kept teaching from progressing as a profession by requiring less pedagogical and college preparation of candidates. He also described it as an inferior, counterfeit process producing back doors for ill-prepared teachers to become certified. Watts questioned existing assumptions that pedagogical preparation was unnecessary and any educated person could teach effectively. He asked if this would be the case when training medical personnel.

Haberman presented similar contentions. According to Haberman (1986), only in teaching are untrained professionals given workloads of fully trained personnel. These circumstances don't exist for example, in law, accounting, and nursing. Haberman stated that alternative certification exploits and endangers the profession of teaching by giving people not fully prepared and competent, open access to teach.

Results from a study by Adelman (1986) demonstrated that participants in alternative certification programs expressed the need for more preparation prior to entering a



classroom and more "how to" courses. Watts, D.(1986) would support these requests. He said that placing individuals with insufficient preparation and training into classroom situations might ultimately damage students.

Hazlett (1984) viewed alternative certification as an assault on education as a field of university study. He contended that it reduced the amount of education knowledge required of teachers and often treated formal instruction as an afterthought. Others stated,

Information and knowledge related to growth and development characteristics, the psychology of learning, the organization and structure of knowledge, teacher planning and organization, the means and methods of assessing learner behavior, to mention selected critical professional skills, receive little emphasis, if any, in alternative programs. Further, little or no recognition is given to the interest, motivation, or commitment of individuals who have selected teaching as a primary career, and who have taken the necessary professional steps to prepare themselves for this undertaking (Culver, Eicher, & Sacks, 1986, p. 22).

Teacher educators also expressed doubts as to whether the complex process of teacher preparation could be compressed and condensed as is the case in many alternative

certification programs. Marilyn Ross of the American Federation of Teachers (AFT) said there is a problem with alternative certification when it assumes no professional knowledge base is needed for teachers. Research has demonstrated that a certain knowledge base is needed. She warned that teachers without proper training may face numerous problems in classroom management and in understanding child development needs ("Alternative Teacher," 1984).

Conclusions drawn from a study of special education teachers by Banks and Necco (1987) described alternative certification as a short term solution creating a long term problem. They found a significant relationship between the type of certification a person obtained and job longevity. Special education teachers with alternative certification taught an average of slightly over 4 years and regularly certified special education teachers taught an average of slightly over 6 years.

The authors suggested that this study may be generalizable to regular classroom teachers and if so, alternative certification would increase job attrition rates. They, therefore, recommended investing money in grants for beginning teachers enrolled in an education program rather than in alternative programs for liberal arts graduates.

In general, critics of alternative certification saw it as an obstacle to improving the teaching profession. Mary Futrell of the National Education Association (NEA) stated that hiring untrained teachers makes a sham of any effort to improve the teaching profession (in Roth & Lutz, 1986).

Watts said,

If alternative routes to teacher certification actually meant a higher quality preparation system, then these programs would merit support. Unfortunately, they only appear to be a quick-fix scheme designed to place any adult, regardless of his/her professional preparation, in vacant classrooms. Consequently, they are another obstacle to efforts to advance the teaching profession and to achieve excellence in our educational system (1986, p. 29).

#### Arguments for Alternative Certification

Despite criticisms of alternative certification, it was also viewed as a process that encouraged talented people to enter the teaching profession (Roth & Lutz, 1986). Adelman (1986) found that it attracted well-educated individuals who had a real interest in teaching.

Adelman also described advantages for alternative route participants. It had been demonstrated that classroom experience (a major component of many alternative programs)

was the most valuable part of a teacher's training (Roth & Lutz, 1986). Adelman found the training of individuals in her study consisted of more classroom experience and intense supervision than traditional program candidates received.

Klagholz supported alternative certification. He reported in Education USA that it was more educationally sound to provide on-the-job training as is done in alternative certification programs ("Alternative Teacher," 1984). Patton (1985) described alternative certification as a cost-effective model to facilitate student learning. Alternative certification was considered a process that was less costly and time consuming than traditional certification.

Wisniewski (1986) contended that the quality of traditional programs was not being undercut by alternative programs. He suggested innovation in alternative programs could stimulate positive competition for traditional programs and strengthen the preparation of teachers. Wisniewski presented the following as characteristics of positive alternative certification programs.

- Predicated on a strong commitment to academic competence and to rigorous expectations of professional performance.
- Based on partnerships between universities and school systems

- Involve both the university and the school system in the selection, preparation, and mentoring of participants
- Blend rigorous campus preparation and an internship supervised by strong teachers

Others viewed alternative certification in a positive sense when its aim was to eliminate emergency certification (Roth, 1986b), and to address the criticisms of the present cumbersome certification process (Hazlett, 1984). Patton (1985) also believed it could provide information on the changes needed in teacher education and increase the collaboration among teacher educators, local school districts, and state departments of education when assuring that alternative certification candidates were highly qualified to teach.

Overall, supporters of alternative certification believed it challenged the traditional methods of teacher training and provided new opportunities for many talented people to enter the teaching profession. Alternative certification was viewed as a means to improve the overall status of the teaching profession by encouraging and developing new and better approaches for teacher preparation.

### Alternative Certification Programs

Alternative certification programs had been established through state provisions and offered nontraditional routes to regular teacher certification. According to McKibbin (1988), most had been introduced as part of larger state legislative reform measures and had attempted to provide effective teacher recruiting and training systems which blended theory and practice.

Alternative certification programs were implemented under state "alternative certification" standards. Although the state generally oversaw the program, the local education agency, an institution of higher education, the state department of education, or a collaboration of two or more of these entities was responsible for the program's operation.

Roth described the following purposes and assumptions underlying many alternative certification programs (1986a). Purposes for alternative certification programs included:

- 1) To circumvent traditional teacher education programs
- 2) To meet future supply needs for teachers
- 3) To avoid emergency certification

The following assumptions were also presented:

- 1) There is no distinct knowledge base unique to teaching

- 2) Academically talented individuals avoid teaching, thus the quality of those entering is low
- 3) There is a critical shortage of teachers and other means of entering the profession are needed

More recently, Roth identified the following as characteristic of many alternative certification programs (1989).

- 1) An individual takes charge of a classroom prior to completing the usual program
- 2) An individual is not always required to complete the usual preparation program to obtain certification
- 3) Nontraditional students are accepted (individuals with a bachelor's degree in a field other than education, retirees, business and industry people)
- 4) Traditional teacher preparation programs are bypassed
- 5) Programs are established by state policy

Based upon concerns over alternative certification programs, the American Association of Colleges of Teacher Education (AACTE) issued a position statement in 1985 that advocated the following for alternative programs (in Adelman, 1986).

- 1) Programs use selective admission standards
- 2) Programs implement a curriculum that provides knowledge and skills needed by beginning teachers

- 3) Programs incorporate a supervised internship
- 4) Programs use an examination to assure competence in the subject field and in professional studies

Attempts had been made to incorporate these recommendations in many state programs. Adelman's study (1986) and one published by the Rand Corporation (Carey et al, 1988) both reported that alternative certification programs generally had selective admission standards and required more field experience and supervision than did traditional programs. These authors also found that formal coursework was usually compressed and interns often received some compensation while participating in the program. It was reported that certification was granted when an individual completed the program's requirements and received the necessary recommendations from a supervisor. Marchant (1990) viewed the subject matter knowledge base required of many alternative certification program participants as the strength of alternative certification programs. He cautioned, however, that a lack of emphasis on pedagogical knowledge could create weaknesses in programs.

California, Texas, and New Jersey were considered trendsetters in alternative programs (Brown, 1988). Other states used these programs as models when establishing criteria for their own programs.



Texas Reform Legislation in 1984 established alternative routes to certification for people not graduates of teacher education programs (Barnes, 1989). The first Texas program was implemented in the Houston school district in 1985, and Feistritzer reported that in 1990 the state had 16 programs (1990).

In California, the Hughes Hart Education Reform Act established a Teacher Trainee Certificate Program in 1984 (ERIC, 1986). This program, later named the District Intern Program, advocated that local school districts should prepare teacher trainees. Because of the amount of money and other resources required to operate the program, the Los Angeles School District had thus far been the program's only major participant.

A Provisional Teacher Program was adopted by the State Board of Education in New Jersey during 1984 (Feistritzer, 1990). A large number of school districts throughout the state had used the program. Its major components consisted of formal instruction, a supervised internship, and an evaluation (Rorro, 1987). A Fifth Year Report by the New Jersey State Department of Education (1989) reiterated the program's goals of enlarging the pool of teacher candidates and attracting highly qualified individuals into teaching.

McKibbin suggested that alternative certification programs attempted to address the specific needs of school

districts, and to supplement the supply of teachers (1988). Many programs linked theory and practice and provided participants an opportunity for accelerated entry into classroom teaching.

#### Participants in Alternative Certification Programs

Although rather limited, researchers had acquired certain data on participants in various alternative certification programs. Cooper-Shoup and Miller (1988) reported that of 156 participants in a program at Southern Louisiana University, 101 were female, 51 were white, and 24 were between the ages of 31 and 40. Similar data were found by Lutz and Hutton (1989) when describing participants in a Dallas program. Of 110 interns, 85 were women, 38% were white, and the average age was 31. Demographic profiles of 133 recruits from programs in Houston and Winthrop College showed 60.8% female, 35.3% between the ages of 30 and 40, and 80% white (Kirby, Darling-Hammond, & Hudson, 1989).

In a study of seven programs, Adelman (1986) determined most participants were science and English majors and between the ages of 21 and 40. She found that the major reason individuals enrolled in an alternative certification program was that they wanted to teach. Individuals interested in teaching but unable or unwilling to devote the time and money necessary for completing a traditional

program were also found in alternative certification programs studied by Carey et al, (1988). Their findings suggested that alternative certification programs were most successful in recruiting persons recently receiving their bachelor's degree and persons desiring a career change. Homemakers and retirees were relatively small candidate pools and the number of mid-career applicants fluctuated greatly depending on economic conditions.

Generally, alternative certification program participants were older and more experienced than those in traditional programs (Huling-Austin, 1986), and possessed a sound subject matter knowledge base (Marchant, 1990). Huling-Austin also stated that in some programs, participants were selected as being more "academically talented" than participants in traditional programs. Admission criteria for alternative certification programs influenced these characteristics. All state alternative certification programs required a person to have completed a bachelor's degree, and many required the participant to possess at least a 2.5 GPA (grade point average) in the major field of study and to perform satisfactorily on some type of academic knowledge test.

### Summary

This review of the literature examined alternative certification. The purpose of the review was 1) to describe the rationales for alternative certification, 2) to present arguments for and against alternative certification, and 3) to present information from the literature on alternative certification programs and participants. The review also provided information on teacher certification and its development.

A review of the literature revealed that concerns over teacher shortages and traditional teacher education programs and participants prompted the development of many alternative certification programs. Alternative certification was viewed as a way to address these concerns.

The literature provided numerous arguments for and against alternative certification. Critics deemed it as a process which allowed untrained professionals to teach. Supporters of alternative certification suggested that it was a way to attract talented individuals into the teaching profession and offer them a more educationally sound preparation program.

The review of literature also presented data on various alternative certification programs and participants. This study attempts to update and expand this data base by reporting the status of alternative certification in the

United States and by providing a more comprehensive description of alternative certification programs and participants.

## CHAPTER 3

### METHODOLOGY

The purpose of this chapter is to describe the research methodology used in the study, describe the population and instrumentation, explain the data collection procedures employed, and provide an explanation of the methods used in analyzing the data.

#### Research Methodology

Descriptive survey research was used in this study. Descriptive research gathers data and analyzes the results to obtain an accurate description of an existing status and to draw generalizations that will advance knowledge (Van Dalen, 1973). Borg and Gall (1983) viewed descriptive studies as primarily concerned with finding out "what is".

According to Isaac and Michael (1989), descriptive survey research systematically describes the facts and characteristics of a given population or area of interest. Such results can assist those involved in the future planning and decision making for that given population.

State Offices of Teacher Education and Certification were surveyed to obtain the data for this study. The descriptive data analyzed in the study were based upon state

alternative certification policies, rules, and/or regulations; printed descriptions of alternative certification programs; material describing participants in alternative certification programs; current literature; alternative certification program proposals; and telephone conversations and correspondence with state certification officials and directors of alternative certification programs.

#### Population

State Offices of Teacher Education and Certification in each of the 50 states and the District of Columbia were surveyed in the study. Appendix A contains the addresses and phone numbers of the offices contacted.

#### Instrumentation

An initial set of research questions was developed by the researcher based upon a review of the literature and studies related to alternative certification. All questions were presented to a group of practitioners and certification officials to obtain their reactions and suggestions. Using input received from these individuals, modifications, deletions, and additions were made to the original set of questions.

The revised set of questions was then given to an Advisory Committee from NASDTEC. The committee was asked to evaluate the questions and respond to the following.

- Are the questions relevant to current educational issues/concerns relating to alternative certification?
- Are the questions too narrow or too broad?
- Will the information gathered in response to the questions be practical and useful for educators as they assess the future development of alternative certification programs?

The committee's responses were reviewed and a final set of questions determined (Appendix B). The questions were divided into three sections: Status of Alternative Certification; Alternative Certification Programs; and Alternative Certification Program Participants.

The first set of questions gathered information on the status of alternative certification in the 50 states and the District of Columbia. Descriptive information on the characteristics of alternative certification programs and the reasons the programs were established were sought in the second section. The programs' characteristics included admission criteria, formal instruction, field experience, and program duration. The final set of questions gathered demographic data on program participants and information on



the number of participants that had received regular certification after completing an alternative program. The demographic data included age, gender, ethnicity, undergraduate major, and highest degree received.

### Data Collection Procedures

Telephone calls were made to State Offices of Teacher Education and Certification in the 50 states and the District of Columbia during May 1990. The purpose of the study was explained to state officials and their participation was requested. Responses to the survey were then solicited from the state officials.

Officials in each of the 50 states and the District of Columbia were first asked if their state currently had any provisions for alternative teacher certification and if so, what alternative certification programs were being implemented. If no alternative certification provisions or programs currently existed, officials were asked if any alternative certification provisions had been proposed or considered and if so, when these might be enacted.

In states where alternative certification programs were reported to be in operation, officials were asked to discuss the rationales used to establish the programs and to give the date of the program's inception. The remainder of the questions from part 2 of the survey and questions from part

3 of the survey were then posed to these officials. They were asked to briefly respond to the questions and to send any printed material that would provide information relative to the questions. Certain officials reported that demographic data was not yet compiled on alternative certification program participants, and that no figures were available on the number of individuals that had received regular certification after completing an alternative certification program.

Starting June 11, 1990, follow-up phone calls were made to eight states where materials had been requested and were not yet received. As of July 18, 1990, all materials requested and reported as available, had been received.

From July 18, 1990 through August 10, 1990, materials obtained were reviewed and analyzed to determine if any data were still needed and/or if clarification of the printed or verbal information received was necessary. It was found that information received from 17 of the states required further clarification. Between August 13 and August 27, telephone calls were made to officials in these states to obtain data clarification. As of September 1, 1990, all states had been contacted and all data clarification had been completed.

### Method of Analysis

Data obtained during telephone conversations with state officials were used to report the status of alternative teacher certification in the 50 states and the District of Columbia. States implementing alternative certification programs, states considering or having proposed alternative certification provisions, and states not considering alternative certification were identified.

Printed materials and information gathered during phone conversations in states implementing alternative certification programs was reviewed. Information on alternative certification programs and participants was then summarized on a state by state basis under the following headings and subheadings: Program Rationales; Program Provider(s); Program Characteristics - Admission Criteria, Formal Instruction, Field Experience, Program Duration; Demographic Data - Age, Gender, Ethnicity, Undergraduate Major, Highest Degree Received; and Number Receiving Regular Certification. Data on Program Rationales, Program Provider(s), Admission Criteria, Formal Instruction, and Field Experience were then categorized as follows:

- Program Rationales
  - Increase the supply of teachers
  - Shortages of teachers
  - Opportunity for career changers/early retirees

Attract talented/degreed people into teaching

- Program Provider(s)

Local Education Agency (LEA)

Institution of Higher Education (IHE)

State Education Agency (SEA)

Collaboration

- Admission Criteria

Bachelor's degree

Specified GPA

Testing requirement

Content area requirement

Offer of employment

- Formal Instruction

Prescribed coursework

Individualized professional development plan

Specialized instruction

- Field Experience

Student teaching

Preservice clinical training

Internship

Full responsibility for a classroom

Participation in a beginning teacher program

Rationales used to establish alternative certification programs were analyzed and described, and programs were classified according to a provider.

Program characteristics and demographic characteristics of program participants were then analyzed, and a determination made as to whether any of the characteristics differed based on the type of provider. Finally, information on the number of individuals receiving regular certification was reviewed, and results were reported.

#### Summary

The purpose of this chapter was to describe the methodology, the population, and the instrumentation used in the study. The data collection procedures and the methods used in analyzing the data were also described.

## CHAPTER 4

### RESULTS

The purpose of this chapter is to present the data gathered in the study. A summary of the chapter is also provided.

#### Presentation By Research Question

Research Question 1. What is the status of alternative teacher certification in the 50 states and the District of Columbia?

#### Status of Alternative Teacher Certification

The findings of this study demonstrated that 30 states were implementing some type of alternative teacher certification program. A listing of these states and the names and inception dates of the programs can be found in Table 1. As Table 1 indicates, the vast majority of the programs in operation were established after 1980. Out of 27 states reporting program inception dates, only two reported that the program was established prior to 1980.

The 1983 Hughes Hart Education Reform Act established an alternative route to certification in California. This

Table 1

States Implementing Alternative Certification Programs and Names and Inception Dates of Programs

State	Program Name	Inception Date
Alabama	Non-Traditional Fifth-Year Program For Teachers	1986
Arizona	Alternative Secondary Certificate	1988
Arkansas	Alternative Certification Program	1988
California	District Intern Certificate Program	1983
Colorado	Alternative Route	At least since 1977
Connecticut	The Alternative Route To Teacher Certification	1986
Delaware 1.	Critical Curricular Areas Program	1986
2.	Special Institute for Teacher Certification	
Florida	Alternative Teacher Preparation Program	1985 LSD Operated; 1988 IHE Operated
Georgia	Alternative Certification Program for Critical Shortage Fields	1986
Hawaii	Special Certification Program - Mathematics and Science	1985
Idaho	Secondary Field Centered Teacher Training Program: An Alternative Route to Certification	1990
Kentucky 1.	Experimental K - Fourth Grade Master of Arts in Teaching Program	1990

(continued)

Table 1 (continued)

State	Program Name	Inception Date
Kentucky 2.	Post-Baccalaureate Experimental Secondary Teacher Preparation Program	1987
Louisiana	Alternative Post-Baccalaureate Certification Program	1990
Maine	Conditional Certificate	A long time ago
Maryland	Alternative Teacher Preparation Programs	1980s
Massachusetts	Apprentice Teacher Program	1985
Mississippi	Alternative Route to Certification	NS
Missouri	Alternative Certification Program	1989
New Hampshire	Individualized Professional Development Plan	NS
New Jersey	Provisional Teacher Program	1984
New Mexico	Alternative Licensure	1986
North Carolina	Lateral Entry Policy	1985
Ohio	Internship Certificate	1989
Oklahoma	Alternative Certification Plan	mid 1980s
Pennsylvania	Teacher Intern Program	1960s; 1983 Revitalized
South Carolina	Critical Needs Certification Program	1984
Tennessee 1.	Interim Probationary License Type A	NS
2.	Post Baccalaureate Program	NS

(continued)



Table 1 (continued)

State	Program Name	Inception Date
Texas	Alternative Teacher Certification	1984
Virginia	Provisional Certificate	1982
West Virginia	Field-Based Training Program	1986

NS - not specified

was the Teacher Trainee Certificate Program for certification of secondary teachers. In 1987, the program was amended to include K - 12 and bilingual certificates and was renamed the District Intern Certificate Program. To date, the Los Angeles School District has been the major participant in California's program.

New Jersey's Provisional Teacher Program was adopted by the State Board of Education in 1984. During that same year the Texas State Legislature established regulations for its Alternative Teacher Certification Program. The first alternative certification program in Texas was implemented during 1985 in the Houston School District. Now Texas has 18 programs in operation.

In Florida, alternative preparation programs operated by local school districts were begun in 1985. However, these were replaced by programs operated by five institutions of higher education in 1988.

Officials in Pennsylvania stated that their alternative program had existed since the 1960's but was revitalized in 1983. In Colorado the program was reported to have existed since at least 1977, and in Maine officials said their program had existed for a long time. The states of Mississippi, New Hampshire, and Tennessee did not provide the inception dates of their programs.

Although Kentucky's alternative program for certification of secondary teachers had existed for 3 years, its alternative program for elementary certification only began in 1990. Other programs implemented in 1990 included those in Idaho and Louisiana.

As indicated in Table 2, 12 localities were considering alternative certification programs or had proposed such provisions. Wisconsin, Washington, Utah, Rhode Island, the District of Columbia, Minnesota, Kansas, South Dakota, Indiana, Iowa, Montana, and Wyoming all reported discussions about or propositions for alternative programs. In Wyoming, an alternative routes bill was pocketed in February 1990, but legislation was anticipated again in 1991. Wisconsin hoped to have guidelines approved by winter 1990-91, and Minnesota's plans had been carried to the legislature. South Dakota had a pilot program for alternative certification that had been in place for 4 years. Officials in South Dakota expected that guidelines for alternative certification would soon be presented and recommended to the State Board.

Table 2 also shows the nine states identified in the study that were not considering alternative certification at the present time. Officials in Alaska, Michigan, and Illinois said that no alternative certification provisions were being considered. In Nevada, there was a Conditional

Table 2

States Considering or Having Proposed Alternative Certification Provisions and States Not Considering Alternative Certification

State	Considering/Proposed	Not Considering
Alaska		X
District of Columbia	X	
Illinois		X
Indiana	X	
Iowa	X	
Kansas	X	
Michigan		X
Minnesota	X	
Montana	X	
Nebraska		X
Nevada		X
New York		X
North Dakota		X
Oregon		X
Rhode Island	X	
South Dakota	X	
Utah	X	
Vermont		X
Washington	X	
Wisconsin	X	
Wyoming	X	
Total	12	9

License for teachers that had been proposed. This would allow a person certified in another state, 3 years to complete the necessary coursework for certification in Nevada. No program, however, for individuals with bachelor's degrees lacking teacher education preparation had been proposed.

Officials in New York, Nebraska, and Oregon all stated that individuals must complete a traditional teacher education program for certification. Vermont did have an alternative program for licensure, but this was only for individuals already certified in one area. Officials in Vermont also reported that in July 1989, certification regulations were accepted and no alternative certification provisions were included.

Certain states currently implementing alternative certification programs were revising and/or augmenting their existing provisions. For example, a new state statute had been passed by the Colorado General Assembly. Colorado officials reported that a hearing would be held on December 13, 1990, rules would possibly be adopted in December 1990 or January 1991, and programs implemented in the fall of 1991. These programs would be alternative preparation programs developed by a Local Education Agency, accredited independent schools, Boards of Cooperative Service (BOCES), an IHE, or a collaboration of these groups.

A reform movement last year in Kentucky provided additional incentive for alternative certification. A Reform Act was passed which permitted LEAs to set up alternative certification programs. The state now awaited the governor's appointment of a Professional Standards' Board to approve the Reform Act.

Oklahoma was also waiting for a new program to be formally approved. Plan II of an Alternative Certification Program in Oklahoma, for individuals with a bachelor's degree in math, science, or foreign language seeking secondary certification, was passed by the State Board on August 23, 1990. Fifty individuals had already applied, and it was stated that when the governor signed it, the plan would be implemented.

In West Virginia and Maryland, additional alternative certification programs had recently been created. A senate bill passed by the West Virginia legislature during August 1990 provided for alternative certification programs offered by LEAs, regional education agencies, or a consortium of schools. Maryland's Residential Teacher Certificate was approved by the State Board in September 1990. Guidelines were now needed for this program that would allow LEAs to hire liberal arts graduates and operate an alternative certification program.

The states of Mississippi and Tennessee were also revising their alternative certification provisions. Officials in Mississippi anticipated that the alternative route would continue, but the entry requirements would change. In Tennessee, all standard preparation programs were under revision, and it was reported that the Interim Probationary License and IHE alternative certification pilot programs were also likely to be altered.

Research Question 2. What rationales have been used to establish alternative certification programs?

#### Rationales for Alternative Certification Programs

Table 3 provides a summary of the rationales used to establish alternative certification programs. Increasing the supply of qualified teachers was one rationale reported by seven states. Arizona and Hawaii sought to increase the number of secondary teachers. Delaware's programs aimed to meet a growing demand for qualified teachers, and a rationale behind Maryland and Louisiana's alternative programs was to increase the pool of qualified educators. Through alternative certification programs, New Jersey wanted to increase the quantity and quality of teachers, and Pennsylvania aimed to bring additional competent people into teaching.

Table 3

Rationales for Alternative Certification Programs

State	Rationales				
	Increase the Supply of Teachers	Shortages of Teachers	Opportunity for Career Changers/ Early Retirees	Attract Talented, Degreed Individuals into Teaching	Other
Alabama		X		X	incentive for people
Arizona	X				
Arkansas		X		X	declining enrollment in teacher education programs, aging teacher population, recruit minority teachers
California		X	X		
Colorado					unemployment
Connecticut			X	X	
Delaware	X	X	X		
Florida		X	X	X	recruit minorities, tap pool of talented people
Georgia		X			
Hawaii	X	X			

(continued)



Table 3 (continued)

State	Rationales				Other
	Increase the Supply of Teachers	Shortages of Teachers	Opportunity for Career Changers/ Early Retirees	Attract Talented, Degreed Individuals into Teaching	
Idaho					opportunity to become certified without a traditional program
Kentucky				X	help meet needs of LEA
Louisiana	X	X			keep certified teachers
Maine		X			
Maryland	X		X		
Massachusetts				X	aging teacher population
Mississippi		X			nonpublic schools had teachers needing certification
Missouri				X	nationwide interest
New Hampshire		X			
New Jersey	X				put stronger teachers into the classroom

(continued)

Table 3 (continued)

State	Increase the Supply of Teachers	Rationales			Other
		Shortages of Teachers	Opportunity for Career Changers/ Early Retirees	Attract Talented, Degreed Individuals into Teaching	
New Mexico		X			
North Carolina		X			
Ohio					supported by legislature
Oklahoma		X		X	
Pennsylvania	X			X	
South Carolina		X			
Tennessee				X	
Texas		X		X	
Virginia				X	
West Virginia			X		shortage of graduates from teacher education programs

A shortage of teachers was reported as a rationale by 16 states implementing alternative certification programs. Alabama had experienced a shortage of teachers in math, science, foreign language, and special education. In New Mexico, an alternative licensure program was to assist in alleviating a teacher shortage in rural areas and in the field of special education. Hawaii aimed to reduce the shortage of secondary math and science teachers. New Hampshire's Individualized Professional Development Plan was available to individuals seeking certification in areas declared as critical shortage areas by the state. In the 1989-90 school year, English as a Second Language, Special Education, and Media Generalists were declared critical shortage areas in New Hampshire.

An overall teacher shortage was cited as a program rationale in states such as California, Florida, Georgia, Louisiana, Maine, Mississippi, North Carolina, Oklahoma, South Carolina, and Texas. Although, when it began, the reasons behind the alternative certification program in Mississippi focussed on granting people with teaching potential access to the profession, it resulted in alleviating teacher shortages within the state.

Louisiana's program was established not only to alleviate a teacher shortage but also to provide incentive that would keep certified individuals in the classroom.

Participants received \$4,000 over a 2 year period while completing the alternative certification program. Once certified, they were required to teach in the state for 4 years (2 years if in a Critical Need Parish) or repay the money they had received from the state.

Alternative certification programs in 12 states were also established to attract talented, degreed individuals into the teaching profession. This rationale was found in Kentucky's desire to recruit a wider range of talented adults into teaching, and Texas' aim to encourage capable individuals to enter the classroom. Alabama viewed such programs as an incentive for people who had bachelor's degrees and wanted to teach, to do so. In Arkansas, the alternative certification program was seen as an innovative way to provide qualified educators for children in the state.

Six programs were also created to serve the needs of early retirees and career changers. The District Intern Program in California was designed to enable adults in other occupations to enter teaching. In Connecticut, the Alternative Route to Teacher Certification provided an opportunity for professionals who wanted to switch careers or reenter the workforce to enter teaching. Programs in Maryland, Florida, West Virginia, and Delaware were also aimed at individuals making career changes.

Officials in Massachusetts stated that an aging teacher population created the need for additional teachers to replace the large number soon to be retiring. A shortage of graduates from traditional education programs was a rationale behind West Virginia's program. In Arkansas, the combination of an aging teacher population and a declining enrollment in traditional teacher education programs was cited as a reason for the establishment of its alternative certification program.

Although not predominant among the states, other rationales given for alternative certification programs included an overall nationwide interest in such programs, training opportunities for unemployed professionals due to a downturn in the economy, and a means for uncertified individuals employed in nonpublic schools to gain certification. Two states, Arkansas and Florida, viewed their programs as a way to recruit minorities, and in Florida, alternative certification was also seen as a viable means to tap the pool of talented people who could be teachers if given the right opportunities.

Research Question 3. Who acts as providers for alternative certification programs?

Providers for Alternative Certification Programs

Although the programs in this study were all established as a result of state provisions, they were operated and administered by different entities. A Local Education Agency, an Institution of Higher Education, a State Education Agency, or a collaboration of two or more of these entities was responsible for a program's basic design, administration, and operation. The provider(s) for each program can be found in Table 4. It should be noted that even where a LEA, an IHE, or a SEA was designated as a program's major provider, these individual entities often worked in conjunction with one another.

Three states had programs operated by more than one type of provider. Three different models existed among the 18 programs in the state of Texas. Depending on the model, the provider was either a LEA, an IHE, or a collaborative effort. In Tennessee, two types of alternative programs existed: the state administered an Interim Probationary License Type A as an alternative route, and various IHEs also provided Post-Baccalaureate Programs for alternative routes to certification. Also, in Delaware, two different programs were in operation. A Special Institute for Teacher

Table 4

Providers of Alternative Certification Programs

State	Providers			
	LEA	IHE	SEA	Collaboration
Alabama				X - IHE & SEA
Arizona				X - LEA & IHE or SEA
Arkansas			X	
California	X			
Colorado			X	
Connecticut			X	
Delaware			X	
				X - IHE & SEA
Florida		X		
Georgia	X			
Hawaii		X		
Idaho				X - Consortium
Kentucky		X		
Louisiana				X - IHE & SEA
Maine			X	
Maryland		X		
Massachusetts			X	
Mississippi			X	

(continued)

Table 4 (continued)

State	Providers			
	LEA	IHE	SEA	Collaboration
Missouri			X	
New Hampshire			X	
New Jersey			X	
New Mexico				X - LEA, IHE & SEA
North Carolina				X - IHE & SEA
Ohio	X			
Oklahoma		X		
Pennsylvania		X		
South Carolina			X	
Tennessee	1.		X	
	2.		X	
Texas	1.	X		
	2.		X	
	3.			X - ESC & LEA or ESC, LEA, & IHE
Virginia			X	
West Virginia		X		



Education was collaboratively run, and a Critical Curricular Program was state administered.

Of the 30 states implementing alternative certification programs, California, Georgia, Ohio, and the district-based model in Texas designated the LEA as the major provider. Programs in Florida, Hawaii, Kentucky, Maryland, Oklahoma, Pennsylvania, Tennessee, Texas, and West Virginia were operated mainly by an IHE, and 13 other programs were state operated.

Five IHEs in Florida were designated as regional centers for alternative teacher preparation. These included Florida State University/Florida A & M University, University of Miami, Stetson University, University of Central Florida, and Florida Atlantic University. In Tennessee, Memphis State University, Tennessee State University, and University of Tennessee-Knoxville operated alternative preparation programs, and in Pennsylvania 40 colleges and universities provided programs for the state's alternative preparation of teachers.

Although no funding existed for the upcoming year, West Virginia University had operated an alternative program from 1985-1990. Institutions of higher education offering alternative certification programs in Maryland included the University of Maryland in Baltimore County and in College Park, Western Maryland College, Towson State University,

College of Notre Dame of Maryland, and Loyola College of Maryland. In Oklahoma, individuals could pursue alternative certification programs at an IHE with an approved teacher education program. Also, in Hawaii, colleges of education offered alternative certification programs.

Alabama, Arizona, Delaware, Idaho, Louisiana, New Mexico, North Carolina, and Texas described their programs being operated under a collaborative effort. As of December 1, 1989, Alabama had 19 colleges and universities collaborating with the state to offer Non-Traditional Certification Programs. Louisiana, North Carolina, and one of Delaware's programs also represented a collaborative effort between an IHE and the state.

New Mexico combined the efforts of the LEA, IHEs, and the state to administer its program, and in Arizona the LEA worked with either an IHE or the SEA. Idaho's collaborative effort was called a consortium. This included a state representative, a college official, the principal of a school, and the mentor teacher overseeing the participant. The collaborative models in Texas were coordinated by Educational Service Centers (ESC). These were operated by an ESC and a LEA, or an ESC, a LEA, and an IHE.

Research Question 4. Do the programs' characteristics differ based on the type of provider? If so, how?

Characteristics:

\* Admission Criteria

\* Formal Instruction Required

\* Field Experience Provided

\* Program Duration

Program Characteristics

The previous research question (2) asked who the providers were for alternative certification programs. This research question asked if and how the programs' characteristics differed based on the provider. Of the characteristics studied: admission criteria, formal instruction, field experience, and program duration, none were found to differ based on the provider.

Admission Criteria. Admission criteria for alternative certification programs did not differ based on the provider. In fact, admission criteria for all alternative certification programs were similar in five areas: degree, GPA, testing, content area, and employment requirements. Table 5 provides a state by state summary of these requirements. A bachelor's degree was a prerequisite for admission into all of the programs, 14 of the 30 states

Table 5

Admission Criteria for Alternative Certification Programs

State	Criteria					
	Bachelor's Degree	Specified GPA	Testing Requirement	Content Area Requirement	Offer of Employment	Other
Alabama	X	X	X	X		
Arizona	X		X	X		
Arkansas	X	X	X	X		interview, references
California	X		X	X		statement of need, fingerprint clearance
Colorado	X	X	X	X		5 years successful teaching experience
Connecticut	X	X	X	X		experience with appropriate aged child
Delaware 1.	X			X		resident of state
2.	X	X	X	X		
Florida	X	X			X	
Georgia	X	X		X		
Hawaii	X	X				
Idaho	X	X	X	X	X	5 years since received BA
Kentucky 1.	X		X			interview, writing sample

(continued)

Table 5 (continued)

State	Criteria					
	Bachelor's Degree	Specified GPA	Testing Requirement	Content Area Requirement	Offer of Employment	Other
Kentucky 2.	X	X	X	X		interview, writing sample
Louisiana	X	X	X	X		resident of state
Maine	X	X	X	X		statement of need
Maryland	X					varies with IHE
Massachusetts	X		X	X	X	
Mississippi	X		X			
Missouri	X	X		X	X	5 years employment applying BA, interview
New Hampshire	X			X	X	
New Jersey	X		X	X	X	
New Mexico	X		X		X	plan to complete requirements
North Carolina	X		X		X	
Ohio	X		X	X		3 years successful work experience essential to teaching
Oklahoma	X		X	X	X	admitted to IHE teacher education program

(continued)

Table 5 (continued)

State	Criteria					
	Bachelor's Degree	Specified GPA	Testing Requirement	Content Area Requirement	Offer of Employment	Other
Pennsylvania	X		X			accepted into IHE, varies with IHE
South Carolina	X		X		X	transcript validated
Tennessee 1.	X			X	X	
2.	X					admitted to Post Baccalaureate program, varies with IHE
Texas	X	X	X	X		criminal records check
Virginia	X			X		
West Virginia	X		X	X		interview

required the applicant to have attained a GPA of at least 2.5, and 11 stipulated some type of employment requirement. Twenty-three of the programs required some type of skill or knowledge test, and 23 also stipulated that an individual should have an undergraduate major in the certification field or at least an appropriate amount of credit hours in the content area.

In Arkansas, an individual was required to demonstrate good communication skills prior to acceptance, through an interview. Interviews were also common requirements for programs operated by IHEs in Maryland, Kentucky, and West Virginia.

Missouri's program required a general education background and 5 years of employment where an individual had applied his or her bachelor's degree. Connecticut's criteria stated that an individual must have had experience with the age group he or she wished to teach. Ohio had a similar requirement. Applicants were to possess 3 years of successful experience deemed essential for teaching.

Eleven programs required that an applicant be employed or be offered employment before being allowed to enroll in an alternative certification program. In Idaho, individuals needed to obtain a written statement of an intent to employ from a LEA. This was then submitted to the Office of

Teacher Education and Certification as part of the admission requirements to the teacher training program.

Provisional teacher candidates in New Jersey needed to be recruited by a LEA after they had met preliminary requirements and received a statement of eligibility. Once offered employment, New Jersey's candidates could obtain a provisional certificate and begin the state's Provisional Teacher Program.

In New Mexico, Florida, and New Hampshire, participants were required to be employed as a teacher in order to participate in and complete the programs. Massachusetts stipulated that to complete its program, an individual needed to gain employment after being issued an Apprentice Teacher Card. In Missouri, evidence of employment by a LEA contingent upon certification was required.

An intent to employ issued by the superintendent was a requirement for participants in Tennessee, and in Oklahoma participants needed an offer of a teaching position. A contract with a public school was part of the admission criteria in South Carolina, and North Carolina's candidates had to be selected for employment prior to admission into its Lateral Entry Program.

In California and Maine, admission requirements included a statement of need. This was issued by a LEA and guaranteed that no fully certified teacher was available to



fill the position. In California, it also meant that the intern would be assisted and guided by a certified employee.

Admission requirements into programs operated by IHEs varied with the particular IHE. However, most colleges and universities required a formal application procedure including an interview, a specified GPA, and some type of preadmission testing.

Formal Instruction. The formal instruction component of alternative certification programs consisted of prescribed coursework, some type of specialized instruction, and/or individualized professional development activities. Table 6 provides a state by state summary of the formal instruction required in alternative certification programs. As indicated in Table 6, the majority of programs (28) included prescribed coursework in the formal instruction component.

With the exception of Colorado's alternative certification route, all alternative certification programs required some type of formal instruction after admittance to the program. In Colorado, the alternative route to certification only required 6 semester hours of coursework appropriate to the certification area, to have been completed within 5 years preceding the date of the application for certification.

Table 6

Formal Instruction Required in Alternative Certification Programs

State	Formal Instruction				Other
	Prescribed Coursework	Individualized Professional Development Plan	Specialized Instruction		
Alabama	X				Master's Degree requirements
Arizona			X		
Arkansas		X	X		
California	X	X	X		
Colorado					6 semester hours of coursework prior to application
Connecticut	X		X		
Delaware 1.	X				
2.	X	X			
Florida	X	X	X		varies with IHE
Georgia	X				
Hawaii	X				
Idaho	X		X		
Kentucky 1.	X				Master's Degree requirements
2.	X				Master's Degree requirements

(continued)

Table 6 (continued)

State	Formal Instruction			
	Prescribed Coursework	Individualized Professional Development Plan	Specialized Instruction	Other
Louisiana	X	X		
Maine	X		X	
Maryland	X			varies with IHE
Massachusetts	X	and/or	X	
Mississippi	X			master beginning teacher competencies
Missouri	X	X		
New Hampshire		X		
New Jersey			X	
New Mexico	X		X	
North Carolina	X			
Ohio	X			
Oklahoma	X			
Pennsylvania	X			complete IHE's requirements for Intern Certificate
South Carolina	X		X	
Tennessee 1.	X			
2.	X			varies with IHE

(continued)

Table 6 (continued)

State	Formal Instruction			
	Prescribed Coursework	Individualized Professional Development Plan	Specialized Instruction	Other
Texas	X		X	
Virginia	X	or	X	
West Virginia	X		X	

The formal instruction component of alternative certification programs was not reflective of the program's provider. Similar instruction was required in programs operated by all types of providers. For example, in Georgia's locally operated program, in North Carolina's collaboratively run program, and in the IHE administered program in Hawaii, a core of courses such as those outlined in a traditional teacher education program needed to be completed. In Alabama's collaboratively administered program, master's degree requirements needed to be met, and in both of Kentucky's programs operated by the University of Louisville, master's coursework was also required.

Other programs, such as California's locally operated District Intern Program, New Hampshire's state run program, and Delaware's Special Institute, a collaborative effort, required an individualized plan to be developed for participants to attain the competencies deemed necessary for certification.

To attain the necessary competencies, Virginia allowed its participants to take either 9 semester hours of coursework or complete an individualized professional development plan submitted by the LEA. In Mississippi, 12 semester hours of prescribed courses were required to be taken from an IHE. A participant was then expected to master a certain percentage of Beginning Teacher

Competencies each year. Missouri also required educational coursework (8-9 hours) to be completed. This was in addition to participation in a professional development program operated by the LEA.

Ohio required 6 semester hours of coursework prior to teaching, and in Idaho 9 semester hours of training from an IHE needed to be completed prior to teaching. Similar preparation was required in Massachusetts and consisted of workshops, seminars, or courses on classroom management and the legal responsibilities of apprentice teachers.

Specialized instruction in child development and effective teaching methods was required of all participants in California's district operated program. This could be accomplished by completing either 6 semester units or 120 clock hours of instruction. Additional formal instruction deemed necessary for an individual was determined and outlined by the LEA. New Jersey's state run program also required instruction in knowledge and skills for effective teaching. Phase I of its program consisted of 80 hours of clinical training, and Phases II and III consisted of 120 hours of evening training over a 30 week period.

In Pennsylvania, Tennessee, Florida, and Maryland where alternative programs were offered and operated by various IHEs, the type, delivery method, and length of the formal instruction varied according to the IHE. For example, at

the University of Maryland at College Park, two 6 week summer school semesters and two academic year semesters were required. At Western Maryland College in Westminster, Maryland, an Alternative Learning Program for Schools required participation in a four semester sequence of evening classes. In Florida, instruction on teaching effectiveness was required at all IHEs, but other curriculum varied according to the needs of the LEA and the university developing the program. The delivery of this program also varied and was in the form of seminars, workshops, guided studies, and/or traditional courses.

Once accepted, individuals in alternative certification programs in New Mexico, New Hampshire, Mississippi, Virginia, and Pennsylvania were not required to participate in formal instruction prior to assuming full teaching responsibility in a classroom. In other states, formal instruction which commenced prior to an individual actually teaching, continued throughout the participants' field experiences. This was found in states such as Arkansas, California, Massachusetts, New Jersey, Texas, and Ohio.

Field Experience. Table 7 gives a state by state summary of the field experience provided in the alternative certification programs. No differences were found based on the provider in the types of field experience offered.

Table 7

Field Experience Provided in Alternative Certification Programs

State	Field Experience					
	Student Teaching	Preservice Clinical Training	Internship	Full Responsibility for Classroom	Beginning Teacher Program	Other
Alabama		X	X	X		10 week internship 10 days teaching
Arizona		X		X		20 weeks teaching
Arkansas				X		
California		X		X		
Colorado				X		
Connecticut	X	X		X	X	preservice training and student teaching in summer
Delaware 1.						IHE requirements
2.	X					
Florida		X		X	X	varies with IHE
Georgia			X			
Hawaii						NS
Idaho		X		X		
Kentucky 1.						NS
2.	X			X		

(continued)



Table 7 (continued)

State	Field Experience					Other
	Student Teaching	Preservice Clinical Training	Internship	Full Responsibility for Classroom	Beginning Teacher Program	
Louisiana	X	or	X			
Maine				X		
Maryland	X	X		X		varies with IHE
Massachusetts				X		
Mississippi				X		
Missouri				X		
New Hampshire				X		
New Jersey		X		X		20 days preservice training
New Mexico				X		
North Carolina		X		X		2 weeks preservice training
Ohio		X		X		
Oklahoma				X	X	
Pennsylvania				X		IHE requirements Induction Program after 3 years
South Carolina		X		X		
Tennessee 1.				X		
2.						NS

(continued)

Table 7 (continued)

State	Field Experience					
	Student Teaching	Preservice Clinical Training	Internship	Full Responsibility for Classroom	Beginning Teacher Program	Other
Texas		X		X		
Virginia				X		
West Virginia		X		X		

NS - not specified

Programs under all providers provided preservice clinical training to participants. Alabama's program, collaboratively run, required field experiences in a wide variety of school settings prior to serving an internship. New Jersey's state operated program provided 20 days of initial training before assuming full classroom responsibility. Participants in the locally administered program in Ohio were offered an orientation to teaching responsibilities and duties before assuming classroom teaching responsibilities. Even in the IHE run program in West Virginia, one semester of field-based training was offered to participants before they assumed teaching duties.

Student teaching resembling that found in more traditional programs was provided as field experience in five alternative certification programs. Although an IHE was the provider or one of the providers in all but one of the programs offering student teaching, there were programs operated by IHEs that did not offer student teaching as possible field experience.

In Connecticut's state operated alternative certification program, students taught every Wednesday for 5 weeks as part of their summer training prior to employment. Kentucky, Louisiana, and Maryland also included student teaching as possible field experience in their alternative programs. Delaware's Special Institute required student

teaching until 1990. Since then, participants were allowed to use their first year of teaching as an internship to meet the requirements.

An internship was provided in three programs. Georgia's locally operated program offered a 1 year paid internship under a Provisional Certificate. In Louisiana, individuals were given an option of either student teaching or participating in a 1 year internship supervised by faculty at an IHE. Alabama's collaboratively run program provided a 10 week internship which led to an individual assuming full responsibility for a classroom for at least 10 days.

A characteristic that was often found in alternative certification programs that distinguished them from many traditional teacher education programs was allowing participants to assume full responsibility for a classroom before they had completed any or a major portion of the formal instruction. This characteristic was found in programs under all providers. In fact, 26 states had programs which included this as part of the field experiences. The Intern Program in Pennsylvania allowed an individual to teach full time under an Intern Certificate while simultaneously participating in formal instructional activities. Individuals in Mississippi could be employed under a Provisional Teacher Certificate for 3 years while

completing 12 semester hours in coursework and mastering beginning teacher competencies.

In Ohio, an individual needed to first complete 6 semester hours of study and then enter full time teaching under a mentor teacher. Arizona's program required 10 weeks of teaching and training where an individual was responsible for a classroom under the supervision of an evaluation team. After that period of time, the individual would be solely responsible for the classroom for 20 weeks while completing the program. In New Jersey, participants were provided 20 days of initial teaching and training, and then assumed full classroom responsibility, and in Texas after completing prescribed training, participants were given a classroom assignment and became a teacher of record.

An offer of employment or an intent to employ was a prerequisite to acceptance into 11 of the programs. In such programs, individuals also assumed full classroom responsibility soon after entering the program.

In South Carolina, after an individual received an employment contract with a public school they would attend a 2 week Preservice Institute at Winthrop College. They then began teaching in a regular school setting for 2 consecutive years under the supervision of the alternative certification program staff. North Carolina required an individual to be selected for employment prior to acceptance into its Lateral

Entry Certificate Program. When in the program, individuals would teach and simultaneously complete professional education courses and training activities. Once employed, individuals in Massachusetts were assigned an experienced supervisory teacher to assist them with various teaching responsibilities and duties. Similar teaching experiences were provided in the alternative programs in Idaho, New Hampshire, and Oklahoma.

Another field experience offered in three programs was participation in a beginning teacher program. This was found in programs operated by various providers. In Connecticut, individuals participated in a Beginning Educator Support and Training Program (BEST) for 2 years. Similar opportunities were found in Oklahoma and Florida. Participants in Oklahoma were provided an Entry-Year Assistance Program, and in Florida individuals completed a beginning teacher program.

Program Duration. As shown in Table 8, the duration of alternative certification programs ranged from 1 to 5 years. The typical program duration did not, however, differ based on the provider. For example, New Jersey's and Maine's state operated programs, Ohio's locally administered program, and Arizona's collaboratively run Alternative Secondary Certificate Program all had durations of 1 year.

**Table 8**

**Duration of Alternative Certification Programs**

State	Program Duration	Comments
Alabama	varies with each IHE	
Arizona	1 year training program	
Arkansas	3 years	
California	2 year certificate 3 year certificate for bilingual	one year extension allowed on both certificates
Colorado	NS	
Connecticut	summer plus 2 years of supervised teaching	
Delaware 1.	flexible	
2.	flexible	
Florida	at least 1 year	
Georgia	summer plus 1 year internship	
Hawaii	varies	
Idaho	2 years	
Kentucky 1.	15 months - K to four	
2.	13 months - secondary	
Louisiana	2 years	
Maine	1 year	renew for 2 one year periods
Maryland	varies with IHE minimum 1 year	

(continued)

Table 8 (continued)

State	Program Duration	Comments
Massachusetts	5 years	complete prior to 2 years full time employment
Mississippi	3 years	
Missouri	varies for coursework, 2 year Provisional Certificate	
New Hampshire	NS	
New Jersey	1 year	
New Mexico	usually 2 to 3 years	
North Carolina	allow 5 years	
Ohio	1 year	renewable for 1 year
Oklahoma	varies	
Pennsylvania	3 years	
South Carolina	3 years	
Tennessee 1.	1 year license	renewable 5 times
2.	1 year minimum	
Texas	1 year internship	
Virginia	2 years	
West Virginia	varies	

NS - not specified



North Carolina's collaboratively operated program and Tennessee's state administered Interim Probationary License Type A permitted an individual the longest time to complete requirements for regular certification: 5 years. Both programs provided 1 year certificates which could be issued to the individual 5 times.

Some programs did not delineate a specific program duration. In Delaware, the time was described as flexible, and in New Mexico 2-3 years was described as the typical program length. Programs at IHEs in states such as Alabama, Maryland, Oklahoma, West Virginia, and Hawaii were also said to vary in length. The program's duration was found to vary according to the IHE.

Missouri's candidates entered the alternative certification program, completed required coursework at an IHE, and then acquired a 2 year Provisional Certificate to complete additional program requirements for regular certification. In Massachusetts' Apprentice Teacher Program, an individual could obtain an Apprentice Teacher Card valid for 5 years. However, the individual had to complete all requirements of the alternative program prior to 2 years of full time employment.

California's District Intern Certificate Program gave individuals 2 years to complete the certification requirements for K-12 and 3 years for bilingual teaching.

The state's provisions also allowed a 1 year extension of the certificate.

Similar time limits were evident in other states. In Virginia, Louisiana, and Connecticut, 2 years was given to complete requirements. In Arkansas, Mississippi, Pennsylvania, and South Carolina, 3 years was allowed.

No program duration was specified in New Hampshire and Colorado. In New Hampshire, each participant was required to submit an Individualized Professional Development Plan to the Bureau of Teacher Education and Professional Standards. When the skills and knowledge outlined in the plan were obtained, appropriate certification was issued.

Research Question 5. Do the demographic profiles of individuals enrolled in alternative certification programs differ based on the type of provider? If so, how?

Demographic Data:

\* Age

\* Gender

\* Ethnicity

\* Undergraduate Major

\* Highest Degree Received

### Program Participants

As the previous research question (3) sought to determine if alternative certification program characteristics differed based on the provider, this research question sought to determine if and how the demographic profiles of individuals enrolled in alternative programs differed based on the type of provider.

To answer this question an attempt was made to compile a demographic profile of program participants in each state. Limited demographic data were available. Some of this data were only estimated and had not been formally calculated and documented. Less than 40% of the 30 states implementing alternative certification programs provided demographic data on the age, gender, and ethnicity of program participants, and less than 20% of the 30 states provided information on the participants' undergraduate major and highest degree received.

The methods of reporting demographic data were not uniform among the states. Certain states used percentages, others ranges, and others an average. Furthermore, the number of participants upon which percentage data were reported was not always given. Other data were available on participants in a program since its inception, and some data were obtained for only a specific year.

Because of the limited data obtained and the inconsistency in which it was reported, generalizations were only made about the participants' gender and ethnicity, and whether these characteristics differed based on the provider. No conclusions were drawn regarding the participants' age, undergraduate major, and highest degree received. Only a descriptive analysis was given of each of these characteristics.

Age. Ten states provided data on the age of alternative certification participants. This information is contained in Table 9. Because the figures obtained were not reported in a uniform manner, no generalizations could be made regarding the participants' age, and no conclusions drawn as to whether this demographic characteristic differed based on the program's provider.

Four of ten states providing data reported the average age of their participants to be 30, 30.7, 35, and 31. It was estimated that of four individuals who had completed Arizona's program, the average age was 30. South Carolina reported an average of 30.7 for its participants. Officials from Connecticut estimated that most participants were in their lower 30s (32-35). An article describing this state's program revealed similar data. Two-thirds of the

Table 9

Age of Alternative Certification Program Participants

State	Age												
Arizona	estimate 30 as average age; n=4												
California	1984-86 average 31 range 21 - 61 n=438												
Connecticut	average 35 estimate 32-35 lower 30s												
Idaho	42, 45, 48 n=4												
Mississippi	<table border="0"> <thead> <tr> <th>age</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>20-30</td> <td>208</td> </tr> <tr> <td>31-40</td> <td>230</td> </tr> <tr> <td>41-50</td> <td>94</td> </tr> <tr> <td>51-60</td> <td><u>19</u></td> </tr> <tr> <td></td> <td>551</td> </tr> </tbody> </table> m = 33.9 sd = 8.4	age	n	20-30	208	31-40	230	41-50	94	51-60	<u>19</u>		551
age	n												
20-30	208												
31-40	230												
41-50	94												
51-60	<u>19</u>												
	551												
New Jersey	<table border="0"> <thead> <tr> <th>1985-89</th> <th>1988-89</th> </tr> </thead> <tbody> <tr> <td>52% over 25</td> <td>53% over 25</td> </tr> <tr> <td>37% 21-25</td> <td>38% 21-25</td> </tr> <tr> <td>11% NS</td> <td>9% NS</td> </tr> <tr> <td>n=1,506</td> <td>n=422</td> </tr> </tbody> </table>	1985-89	1988-89	52% over 25	53% over 25	37% 21-25	38% 21-25	11% NS	9% NS	n=1,506	n=422		
1985-89	1988-89												
52% over 25	53% over 25												
37% 21-25	38% 21-25												
11% NS	9% NS												
n=1,506	n=422												
North Carolina	50% under 35 n=141												
South Carolina	30.7 average												

(continued)

Table 9 (continued)

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State	Age
Texas	90% over 25 50% over 30 10% over 50 n=1,064
West Virginia	1987-88 mid 20s to early 30s n=8

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NS - not specified

individuals were reported to be under 40, with 35 given as the average age.

A 1987 report from California stated that between 1984-86, its Teacher Trainee Program enrolled individuals from 21 to 61 years of age. The average age of the individuals was 31.

In Idaho, exact ages were available for three of the four individuals currently enrolled. These participants were 42, 45, and 48 years of age. Data from West Virginia provided the age range of individuals in its program during 1987-88. An age range of the mid 20s to the early 60s was given for eight individuals enrolled at that time. Officials in North Carolina reported that of 141 participants, 50% were under the age of 35.

Participants in Mississippi's program were described as 7 to 10 years older than a college graduate. As of June 30, 1989, the majority of participants (230 or 42%) in this state were between 31 and 40. The second largest group (208 or 38%) was between 20 and 30. It was determined that the average age of alternative certification participants in Mississippi was 33.9.

Ninety percent (958) of individuals in Texas' alternative certification program were over 25, 50% (532) were over 30, and only 10% (106) were over 50. From 1985-89, 52% (783) of New Jersey's alternative certification

candidates were over 25 and 37% (557) were between 21 and 25 years of age. Data reported on 422 participants in this same program during 1988-89 demonstrated almost identical percentages. Fifty-three percent (224) were over 25, and 38% (160) were between 21 and 25.

Gender. Table 10 reports the data obtained from 11 states on the gender of participants in alternative certification programs. Nine states provided the numerical data upon which the percentages were based. The numerical and percentage data from the nine states demonstrated that the majority of participants were female. From a total of 3,757 participants, 60.55% (2,275) were female.

A state by state analysis of the data from the 11 states showed that the gender of the program participants did not differ based on the provider. In 6 states out of 11, the majority of participants were female. Louisiana's collaboratively run program reported 85% (93) of its Post-Baccalaureate scholarship holders to be women and only 15% (16) to be men. Females also outnumbered males in Mississippi's and Connecticut's state operated programs. In Mississippi, 62% (342) of participants were female, and in Connecticut officials estimated that the majority of its participants were female.



Table 10

Gender and Ethnicity of Alternative Certification Program Participants

State	Gender		Ethnicity	
	Male	Female	Caucasian	Minority
Arizona	50% n=4	50%	100% n=4	
Arkansas	51% n=49	49%	83% n=48	17%
California 1984-86	61% n=438	39%	78% n=438	22%
Connecticut		majority	90% estimate	
Idaho	100% n=4		100% n=4	
Louisiana	15% n=109	85%	69% n=109	31%
Maryland 1989			94.7%	5.3% *
Mississippi	38% n=551	62%	95% n=551	5%
New Jersey				
1985-89	42% n=1,506	58%	79% n=1,506	21%
1988-89	39% n=422	61%	78% n=422	22%
South Carolina	40%	60%	78%	22%
Texas 1989	29% n=1,064	71%	49.5% n=1,064	50.5% **

(continued)

Table 10 (continued)

State	Gender		Ethnicity	
	Male	Female	Caucasian	Minority
West Virginia	53%	47%		
	n=32			
Total	39.45%	60.55%	72.64%	27.36%
	n=3,757		n=3,724	

\* combined credit count and alternative programs

\*\* 382 Hispanic, 149 Black, 6 Other

In Texas, where programs were operated by three types of providers, females outnumbered males. Figures for 1989 showed 71% (755) of the Texas interns to be female. Two other programs reported a majority of female participants. South Carolina said 60% of its alternative certification candidates were female, and between 1985-89, 58% (873) of participants in New Jersey were women. New Jersey also reported that during 1988-89, 61% (257) of 422 participants had been women.

An equal number of males and females (2 and 2) were enrolled in Arizona's program, and in four states the percentage of males exceeded that of females. All four participants in Idaho's collaboratively run program were male. Fifty-one percent (25) of participants in Arkansas' state operated program were male, and the IHE administered program in West Virginia enrolled 53% (17) males.

Similar results were obtained from California. A 1987 report on California's locally administered program demonstrated that between 1984-86, 61% (267) of the participants were male.

Ethnicity. Data obtained from 11 states on the ethnicity of alternative certification program participants is contained in Table 10. Eight of these states provided the number of participants upon which percentages were

calculated. Based on the numerical and percentage data from the eight states, most participants were determined to be Caucasian. From a total of 3,724 individuals, 72.64% (2,705) were Caucasian.

An analysis of the individual states demonstrated that the ethnicity of participants in alternative certification programs did not differ based on the provider. In 10 out of 11 states, and in programs under all types of providers, the majority of alternative certification participants were Caucasian. Only in Texas, did the minority population of participants exceed that of whites. In 1989, of 1,064 new interns in Texas, 50.5% (537) were minorities. These minorities consisted of 382 hispanics, 149 blacks, and 6 from other minority backgrounds.

Arizona and Idaho's collaboratively run programs both had four participants. In both programs all participants were white. It was reported in Connecticut that although the minority population in its alternative certification program was small, it was rising. Currently, 90% of its participants were estimated to be white.

Maryland did not have data solely on alternative certification participants. Its figures combined the number of individuals certified through alternative programs and through a credit count. Using this combined total, it reported that 5.3% of these individuals were minorities.

The majority of participants in the state operated programs in Arkansas, Mississippi, Louisiana, South Carolina, and New Jersey were Caucasian. Forty out of 48 alternative certification program participants in Arkansas (83%), and 525 out of 551 participants in Mississippi (95%) were Caucasian. Percentages from California's locally operated program were similar. From 1984-86, 78% of the 438 participants (342) were Caucasian.

Louisiana reported that 69% (75) of its alternative certification program participants were white, and South Carolina reported 78% in the same category. New Jersey's data demonstrated similar percentages. From 1985-1989, 79% (1,190) of its alternative certification participants were white, and during 1988-89, 78% (329) of 422 participants were white.

Undergraduate Major. Five states contributed data on the undergraduate major of participants. No generalizations were drawn regarding the undergraduate major of program participants or whether this demographic characteristic differed based on the provider.

Table 11 shows that during 1984-1985 California's participants consisted of 27% English majors and 24% Biological Science majors, and during 1985-1986, 31% percent of its participants were Biological Science majors and 21%

Table 11

Alternative Certification Participants' Undergraduate Major and Highest Degree Received

State	Undergraduate Major	Highest Degree Received
California		
1984-85	27% English 24% Biological Sciences	18% MA 2% Doctoral
1985-86	31% Biological Sciences 21% English	14% MA 6% Doctoral
Connecticut	No Pattern	35% with advanced degrees
Delaware 2.	Wide variety of fields	
Idaho	1 BA Speech 1 BS Math 1 BS Electrical Engineering 1 NS	2 bachelor's degrees 1 PhD 1 NS
	n=4	n=4
Louisiana	Most from liberal arts Many from political science, computer science	
New Jersey		
1985-89		18% higher degrees n=1506
1988-89		14% higher degrees n=422

NS - not specified

were English majors. Delaware's Special Institute Program enrolled participants from a wide variety of undergraduate fields. In Idaho, data were available on three out of four participants. One had a BA in speech, one had a BS in math, and one had a BS in electrical engineering.

Officials in Louisiana stated that most of their participants were liberal arts majors. Many others were political science and computer science majors. Although Connecticut gave no precise data, officials reported no pattern to the undergraduate major of its alternative certification participants.

Highest Degree Received. As indicated in Table 11, only four states provided data on the highest degrees completed by alternative certification program participants. No generalizations were drawn about this demographic characteristic, and no determination was made as to whether this characteristic differed based on the program's provider.

In New Jersey, 18% (271) of participants between 1985-1989 had advanced degrees, and during 1988-89, 14% (59) had advanced degrees. Idaho had data on three out of four individuals. Two persons had a bachelor's degree and one had a PhD. In Connecticut, 35% of its participants were reported to have advanced degrees. The figures available

from California showed that in both 1984-1985 and 1985-1986, 20% of the participants had Master's or Doctoral degrees.

Research Question 6. How many individuals have obtained regular certification through alternative certification programs?

#### Numbers Receiving Regular Certification

As indicated in Table 12, only ten states provided data on the number of participants receiving regular certification as a result of completing an alternative certification program. Some programs were still too new to have graduated any participants and other states just did not have this data or were only in the process of its compilation.

As was the case when researching demographic data, some of the numerical information obtained on alternative certification participants receiving regular certification was estimated and had not been formally documented. However, based on the data obtained from ten states, it was determined that 3,249 individuals had received regular certification after completing an alternative certification program.

Alabama officials estimated that at least 800 individuals had completed its alternative program and



Table 12

Number of Individuals Achieving Regular Certification After Completing Alternative Certification Programs

State	Number Certified	Comments
Alabama	800	First graduates in 1987
Arizona	4	Two currently enrolled
Arkansas		Not in effect long enough to have any graduates
California		Fall 1984 - Fall 1986 438 enrolled
Colorado	30 - 50 per year	
Connecticut		106 graduates of 1988 summer program
Delaware 2.	78	170 entered since Sept. 1986
Florida		150 enrolled in 1989-90
Georgia		
Hawaii		
Idaho		4 currently enrolled
Kentucky 1.		11 enrolled - elementary
2.		18 enrolled - secondary
Louisiana	1 maybe	About 120 enrolled
Maine		
Maryland		282 graduates of Alternative Programs and Credit Count in 1989

(continued)

Table 12 (continued)

State	Number Certified	Comments
Massachusetts	At least 200 enrolled and most achieved certification	
Mississippi	Less than 25% of 600 Provisional Certificate holders get standard certification	
Missouri		
New Hampshire		
New Jersey		1,506 Provisional Teachers hired 1985 - 1989 98.5% of Provisional Teachers certified 1988 - 1989
New Mexico		estimate 130 enrolled as of January 1990
North Carolina		1,621 Lateral Entry Certificates issued 1985 - 1990
Ohio		None yet - too new
Oklahoma	Less than 12	
Pennsylvania		1,197 Intern Certificates issued 1982-90
South Carolina		163 completed 2 years and contracted for third year
Tennessee		

(continued)

Table 12 (continued)

State	Number Certified	Comments
Texas		1,215 interns enrolled 1989 - 1990 1,000 certified in Houston School District since 1985
Virginia	314 - 1987 458 - 1988 <u>645</u> - 1989 1,417 - total	
West Virginia	1986-90 27	32 participants
Total	3,249	

received regular certification. In Colorado, an estimated 30-50 individuals per year achieved certification through its alternative program.

Most of the 200 individuals enrolled in Massachusetts' program were reported to have achieved regular certification, and 27 out of 32 from West Virginia had obtained regular certification. Seventy-eight individuals had completed the Special Institute program in Delaware.

Figures from Arizona showed that four persons had achieved regular certification. Data from the state of Virginia demonstrated that since 1987, a total of 1,417 certificates had been issued to individuals completing its alternative program.

Mississippi reported that 600 Provisional Certificates had been issued, but less than 25% of these individuals had received standard certification. Less than 12 in Oklahoma had obtained regular certification, and officials in Louisiana said that because its program was new, maybe one person out of 120 enrolled had thus far achieved regular certification. Although no statewide data were received from Texas, information on Houston's alternative certification program, the state's first program was obtained. Since that program's establishment in 1985, 1,000 individuals had received regular certification.

A few states, as shown in Table 12, could provide information on the number of participants enrolled in alternative certification programs. However, data were not available on the number of these individuals that had then applied for and received regular certification.

Currently, 18 individuals were in Kentucky's secondary program and 11 in its elementary program. Arizona had two and Idaho had four individuals enrolled in their programs. From the fall of 1984 to the fall of 1986, 438 individuals were enrolled in California's program, and during 1989-1990, Florida enrolled 150 participants.

In 1988, 106 individuals graduated from the first phase of Connecticut's program. Figures from South Carolina showed that 163 persons had completed 2 years of its program and had contracted for the third year.

New Jersey reported that between 1985 and 1989, 1,506 interns were hired. In Pennsylvania, 1,197 internship certificates had been issued since 1982. These figures, however, did not represent the number of individuals that completed the programs and received regular certification. One estimate in New Jersey was that in 1988-89, 98.5% completed alternative certification training and were recommended for regular certification.

### Summary

This chapter presented the results of the study with respect to each research question. The status of alternative teacher certification was reported. The rationales for alternative certification programs, and the number of individuals receiving regular certification through alternative programs were given. The providers of alternative certification programs were identified. A descriptive analysis of the programs and participants was presented and a determination made as to whether the characteristics of alternative certification programs and the demographic profiles of alternative certification participants differed based on the type of provider. The programs' characteristics included admission criteria, formal instruction, field experiences, and program duration. The demographic data on participants included age, gender, ethnicity, undergraduate major, and highest degree received.

## CHAPTER 5

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study. Findings derived from analysis of the data, conclusions and recommendations are also provided.

#### Summary

Alternative certification has been described as a process that offers college graduates without teacher education preparation a way to obtain regular certification (Roth & Lutz, 1986). According to Uhler (1987), alternative certification has become a significant and growing force in expanding the pool of qualified teachers.

The status of alternative teacher certification in the United States has not remained constant. The number of states implementing alternative certification programs has continued to increase, and there is evidence that this trend will continue. In 1984, eight states had alternative certification provisions, and in 1986, 23 states were operating alternative certification programs (Carey et al, 1988). In June 1990, it was reported that 33 states were implementing alternative programs and 15 more were

considering or had proposed alternative certification provisions (Feistritzer, 1990).

Since the number of states implementing alternative teacher certification programs continues to change, there is a need to constantly update and report the status of alternative certification. There is also a need for descriptive information on alternative certification programs and on the participants in the programs. Even though the number of alternative certification programs has increased, material describing and comparing alternative certification programs remains limited, and very little data have been gathered on the participants in alternative certification programs.

The purpose of this study was to report the status of alternative teacher certification in each of the 50 states and the District of Columbia and to provide a descriptive analysis of alternative certification programs and participants. To address this purpose, six questions were identified.

Question 1 was designed to gather information on the status of alternative teacher certification, question 2 looked at the rationales used to establish alternative certification programs, and question 3 was designed to identify the providers of alternative certification programs. The characteristics of alternative certification



programs were examined in question 4, and question 5 looked at the demographic profiles of program participants. Questions 4 and 5 also assessed whether the programs' characteristics and the demographic profiles of program participants, differed, based on the provider. Finally, question 6 was designed to determine the number of individuals that had received regular certification through alternative certification programs.

Survey techniques were used to gather the data needed to answer the six questions. Telephone calls were made to State Offices of Teacher Education and Certification in each of the 50 states and the District of Columbia. The purpose of the study was explained to state officials and their participation in the survey was requested. Data analyzed in the study were primarily based upon printed materials received from the states and data obtained through telephone conversations with state officials.

### Findings

The findings presented are based upon an analysis of the data gathered in the study.

The findings of this study indicated that alternative certification provisions had been enacted or were being considered by a majority of states, and that most alternative certification programs currently in operation

were established during the last decade. Thirty states had adopted alternative certification provisions and were implementing some type of alternative teacher certification program. Eleven other states and the District of Columbia were found to be considering or having proposed alternative certification provisions. The study revealed that nine states were not considering alternative certification. Out of the 27 states providing the inception dates of their programs, only two reported that the program began prior to 1980.

The results also demonstrated that the status of alternative certification remained in constant flux. Officials in various states considering alternative certification, anticipated that alternative certification provisions would be passed within the next year or in the near future. In addition, seven of the states implementing alternative certification programs were in the process of revising or augmenting their alternative certification practices.

The rationale most often given for establishing certification programs was a shortage of teachers. Fifty-three percent (16) of the 30 states implementing alternative certification programs reported a shortage of teachers as a rationale for the establishment of their programs. General teacher shortages were cited by ten states, and six states

reported shortages in specific disciplines and/or geographical areas. Seven states cited increasing the supply of teachers, six sought to provide opportunities for career changers, and early retirees, and 12 cited attracting talented, degreed individuals into teaching as rationales for establishing alternative certification programs.

Although all alternative certification programs examined in this study were established under state provisions, the provider mainly responsible for the program's operation, administration, and implementation varied. The findings indicated that the majority of programs were operated by either an Institution of Higher Education (IHE), a State Education Agency (SEA), or a collaborative effort. Only four states, California, Georgia, Ohio, and Texas, had programs with the Local Education Agency (LEA) designated as the major provider.

There were three states that had programs operated by more than one type of provider. Delaware had a state operated and a collaboratively run program, and Tennessee had programs operated by the state and by IHEs. In Texas, three types of providers operated its 18 programs. Depending on the program, the provider was either a LEA, an IHE, or a collaborative effort.

It was concluded that of the programs' characteristics studied: admission criteria, formal instruction, field

experience, and program duration, none differed based on the provider. There were similar admission criteria, formal instruction requirements, field experiences, and program durations in programs under all types of providers.

Admission criteria for alternative programs were found to be similar in five areas: degree, GPA, testing, content area, and employment requirements. All programs required an individual to possess at least a bachelor's degree, and 14 programs specified a minimum undergraduate GPA. In addition, 23 programs required content area coursework, 23 required successful performance on some type of skill or knowledge test, and 11 stipulated an employment requirement.

Basic components of all the programs included formal instruction and field experience. The formal instruction component of 28 programs included some type of prescribed coursework. This coursework did vary. Prescribed coursework sometimes required completion of a core of courses similar to those in traditional education programs, and in some programs, it only required two or three courses to be taken.

Other types of formal instruction included individualized professional development plans and specialized instruction. Individualized professional development plans were part of the formal instruction required in eight programs. These plans were developed for

individuals and designed so that the individuals could attain the competencies they lacked. In 13 programs, specialized instruction was part of the formal instruction component. This included instruction in areas such as child development or effective teaching methods and was often delivered through workshops or seminars.

Programs in 26 states provided field experience which allowed participants to assume full responsibility of a classroom before completing the program. Some of these participants began teaching almost immediately, and others completed only a minimal amount of preparation prior to entering the classroom.

Results indicated that other field experience provided in alternative certification programs included preservice clinical training, an internship, student teaching, and participation in a beginning teacher program. The traditional method of student teaching was offered as field experience in five alternative certification programs. Preservice clinical training was provided in 13 of the programs. This training included a variety of experiences in school settings to assist the participants in preparing for teaching in the classroom.

Three programs provided an internship. The length of the internship varied from 10 weeks in Alabama, to 1 year in Louisiana and Georgia. In Connecticut, Florida, and Ohio,

individuals participated in beginning teacher programs. These programs attempted to give participants additional support, supervision, and training as they assumed the full responsibility of teachers.

The length of time permitted to complete an alternative certification program ranged from 1 to 5 years. There were some programs that did not give a specific duration, and others which stated that the program duration varied according to the IHE providing the program. It was concluded, however, that the duration of alternative certification programs did not differ based on the provider.

Demographic data were limited on alternative certification program participants. Furthermore, some data obtained were not reported in a uniform manner, and some data had only been estimated. These factors limited the analysis and generalizations made about the demographic profiles of alternative certification program participants.

Data on 3,757 participants revealed that 60.55% (2,275) were female. In 6 out of 11 states providing data on their participants' gender, females outnumbered males. It was concluded that the gender of alternative certification participants did not differ based on the provider of the program.

The findings also revealed that the majority (72.64%) of the participants were Caucasian. Although data were

limited on the ethnicity of participants, it was concluded that alternative certification programs were not serving an ethnically diverse population. It was also determined that the ethnicity of participants did not differ based on the provider.

An analysis of the ethnicity of participants on a state by state basis indicated that minorities were not well represented in any alternative certification programs that provided this data. Texas was the only state in which the minority population exceeded that of whites, and this percentage was not an overwhelming majority (50.5%). Percentages of minority participation in other programs were even lower. Out of the ten remaining states providing this data, all but one reported a minority enrollment of less than 25%, and two of these states reported no minority participation.

Since data on the age of participants were not reported in a uniform manner, and since insufficient data were obtained on the undergraduate major and highest degree received of participants, no generalizations were made regarding these characteristics. In addition, no conclusions were drawn as to whether these characteristics differed based on the program's provider.

Statewide figures on the number of participants achieving regular certification after completing an

alternative program were limited and collected from only ten states. As was the case with demographic data, some of these figures had not been formally documented by the states. Using the data available from ten states, it was determined that 3,249 individuals had achieved certification through alternative programs. Based upon this figure, it was concluded that alternative certification programs were providing a way to expand the pool of teachers.

### Conclusions

1. It was concluded that a national data base needs to be established to periodically monitor the status of alternative teacher certification programs.

2. It was concluded that alternative certification programs have not served as a major recruiting tool to increase minority participation in the teaching profession.

3. It was concluded that alternative certification programs have served to increase the number of females to a greater degree than males in the teaching profession.

### Recommendations

The following recommendations are made.

1. It is recommended that the status of alternative teacher certification be updated periodically.



2. It is recommended that further study be conducted expanding upon program characteristics and demographic variables.

3. It is recommended that states develop comprehensive demographic profiles of participants in alternative certification programs and use a standardized format for recording and reporting the data.

4. It is recommended that states identify and document the number of individuals that complete alternative certification programs and receive regular certification.

5. It is recommended that follow-up studies on participants that have completed alternative certification programs and received regular certification be conducted.

6. It is recommended that a study be conducted comparing the costs of certifying individuals through alternative programs with the costs of certifying individuals through traditional programs.

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**APPENDIX A**

**State Contacts**

## STATE CONTACTS

Alabama Dept. of Education  
Teacher Certification  
50 North Ripley Street  
Montgomery, AL 36130  
Attn: Carolyn Phelps  
(205) 242-9977

Alaska Dept. of Education  
Goldbelt Building/Pouch F  
Juneau, AK 99811  
(907) 465-2810

Arizona Dept. of Education  
Teacher Certification Unit  
1535 West Jefferson  
Phoenix, AZ 85007  
Attn: Charles Wiley  
(602) 542-3759

Arkansas Dept. of Education  
Teacher Education and Licensure  
4 State Capitol Mall  
Little Rock, AR 72201  
Attn: Shirley Jacob  
(501) 682-4475

California Dept. of Education  
Commission on Teacher Credentialing  
1812 9th Street  
Box 944270  
Sacramento, CA 94244-2700  
Attn: Michael McKibbin  
(916) 445-4438

Colorado Dept. of Education  
Prof. Educ./Teacher Cert. Unit  
State Office Bldg.  
201 E. Colfax Ave.  
Denver, CO 80203  
Attn: John Walker, Billie Rollins  
(303) 866-6628, 6896



Connecticut Dept. of Education  
Bureau of Certification  
P.O. Box 2219  
Hartford, CT 06115  
Attn: Pat Viada  
(203) 346-2419

Delaware Dept. of Education  
Certification Office  
P.O. Box 1402  
Townsend Bldg.  
Dover, DE 19903  
(302) 739-4688

District of Columbia Dept. of Ed.  
Division of Teacher Services  
415 12th Street, N.W. #1013  
Washington, DC 20004  
Attn: Eleanora Ridgely  
(202) 724-4249

Florida Dept. of Education  
Collins Building  
Tallahassee, FL 32399-0400  
(904) 488-2317

Georgia Dept. of Education  
Division of Certification  
Twin Towers East  
Atlanta, GA 30334  
Attn: Carolyn Scherm  
(404) 656-2403

Hawaii Dept. of Education  
Office of Personnel Services  
P.O. Box 2360  
Honolulu, HI 96804  
Attn. Antonette Port  
(808) 586-3389

Idaho Dept. of Instruction  
Teacher Education/Certification  
Len B. Jordan Office Bldg.  
650 W. State Street  
Boise, ID 83720  
Attn: Mr. Hintchel  
(208) 334-4713

Illinois Dept. of Education  
Teacher Certification/Placement  
100 North First Street  
Springfield, IL 62777  
Attn: Lee Bartolini  
(217) 782-2805

Indiana Dept. of Education  
Center for Prof. Dev.  
State House, Rm. 229  
Indianapolis, IN 46204-2798  
(317) 232-9010

Iowa Dept. of Education  
Teacher Education/Certification  
Dept. of Public Instruction  
Grimes State Office Bldg.  
Des Moines, IA 50319  
(515) 281-3245

Kansas Dept. of Education  
Division of Certification  
120 East Tenth Street  
Topeka, KS 66612  
(913) 296-2288

Kentucky Dept. of Education  
Teacher Education/Certification  
1823 Capital Plaza Tower  
Frankfort, KY 40601  
Attn: Grace Kellen  
(502) 564-4606

Louisiana Dept. of Education  
Bur. of Higher Ed/Certification  
P.O. Box 94064  
Baton Rouge, LA 70804-9064  
Attn: Janie Ponthieux  
(504) 342-1055

Maine Dept. of Education  
Teacher Education/Certification  
State House Station 23  
Augusta, ME 04333  
Attn: Nancy Ibarguen  
(207) 289-5944

Maryland Dept. of Education  
Teacher Education/Certification  
200 W. Baltimore St.  
Baltimore, MD 21201-2595  
Attn: Shelley Clemson  
(301) 333-3019

Massachusetts Dept. of Education  
Bureau of Teacher Prep. and Cert.  
1385 Hancock St.  
Quincy, MA 02169  
(617) 770-7517

Michigan Dept. of Education  
Teacher Preparation/Certification  
P.O. Box 30008  
Lansing, MI 48909  
(517) 373-3310

Minnesota Dept. of Education  
Personnel Licensing/Placement  
Capitol Square, 550 Cedar St.  
St. Paul, MN 55101  
Attn: Richard Simms  
(612) 296-7644

Mississippi Dept. of Education  
Teacher Certification  
P.O. Box 771  
Jackson, MS 39205-0771  
Attn: James J. Hancock  
(601) 359-3483

Missouri Dept. of Education  
Teacher Ed/Certif, Dept. Elem/Sec Ed.  
P.O. Box 480  
Jefferson City, MO 65102  
(314) 751-3486

Montana Dept. of Education  
State Capitol  
Office of Pub. Inst.  
Helena, MT 59620  
(406) 444-3150

Nebraska Dept. of Education  
Teacher Certification  
P.O. Box 94987/301 Centennial Mall Sq.  
Lincoln, NE 68509  
(402) 471-2496

Nevada Dept. of Education  
State Mail Room  
215 East Bonanza  
Las Vegas, NV 89158  
(702) 486-6457

New Hampshire Dept. of Education  
Div. of Standards and Cert.  
State Office Park South  
101 Pleasant Street  
Concord, NH 03301  
Attn: Tom Dimentriatis  
(603) 588-3100

New Jersey Dept. of Education  
Teacher Cert. and Academic Credentials  
3535 Quakerbridge Road  
CN 503  
Trenton, NJ 08625-0503  
Attn: Celeste Rorro  
(609) 588-3100

New Mexico Dept. of Education  
Prof. Licensure Unit  
Education Bldg.  
Santa Fe, NM 87501-2786  
(505) 827-6581

New York Dept. of Education  
Div. of Teacher Cert.  
Cultural Ed Center  
Albany, NY 12230  
(518) 474-3901

North Carolina Dept. of Education  
Cert. Section/Div. of Teacher Educ. Serv.  
116 West Edenton St.  
Raleigh, NC 27603-1712  
Attn: Van Murray  
(919) 733-4125

North Dakota Dept. of Education  
Teacher Education/Certification  
Dept of Public Instruction  
600 East Blvd. Ave.  
Bismarck, ND 58505-0440  
(701) 224-2264

Ohio Dept. of Education  
Div. of Teacher Educ. and Cert.  
Ohio Dept. Bldg., Rm. 1012  
65 South Front Street  
Columbus, OH 43266-0308  
Attn: Kathleen Thiel  
(614) 466-3593

Oklahoma Dept. of Education  
Teacher Educ. and Cert.  
Oliver Hodge Bldg.  
2500 N. Lincoln Blvd.  
Oklahoma City, OK 73105-4599  
Attn: Paul Simon  
(405) 521-3337

Oregon Dept. of Education  
Teacher Standards/Practices  
730 12th Street, S.E.  
Salem, OR 97310  
Attn: David Myton  
(503) 378-3586

Pennsylvania Dept. of Education  
Bureau of Teacher Prep. and Cert.  
333 Market Street  
Harrisburg, PA 17126-0333  
Attn: Theona Waxbom  
(717) 787-3470

Rhode Island Dept. of Education  
Teacher Education/Certification  
Roger Williams Building  
22 Hayes Street  
Providence, RI 02908  
(401) 277-2675

South Carolina Dept. of Education  
Office of Teacher Educ. and Cert.  
Rutledge Bldg., Rm. 1015  
Columbia, SC 29201  
(803) 734-8466

South Dakota Dept. of Education  
Office of School Standards  
700 Governors Drive  
Pierre, SD 57501-2291  
Attn: Diane Alexander  
(605) 773-3553

Tennessee Dept. of Education  
Teacher Licensing/Career Ladder Cert.  
125 Cordell Hull Building  
Nashville, TN 37219  
Attn: Cynthia Brewer  
(615) 741-1644

Texas Education Agency  
Professional Development  
1701 North Congress Ave.  
Austin, TX 78701  
Attn: William M. Wale  
(512) 463-9734

Utah Dept. of Education  
Division Curriculum/Instruction  
250 East Fifth South  
Salt Lake City, UT 84111  
Attn: Jan Brown  
(801) 538-7740

Vermont Dept. of Education  
Educational Resources Unit  
State Dept. of Education  
Montpelier, VT 05602  
(802) 828-2445

Virginia Dept. of Education  
Teacher Education/Certification  
P.O. Box 6 Q  
Richmond, VA 23216  
Attn: Sara G. Irby  
(804) 224-2195

Washington Dept. of Education  
Superintendent of Public Instruction  
Prof. Educ. Unit  
Old Capitol Bldg., FG-11  
Olympia, WA 98504-3211  
Attn: John Swiger  
(206) 753-2751

West Virginia Dept. of Education  
Educational Personnel Development  
Capitol Complex  
Building #6, Rm. 8304  
Charleston, WV 25305  
Attn: Howard Kardatzke  
(304) 348-7010

Wisconsin Dept. of Education  
Dept. of Public Instruction  
125 S. Webster/P.O. Box 7841  
Madison, WI 53707-7841  
Attn: Carolyn Kleinfeldt  
(608) 266-1027

Wyoming Dept. of Education  
Cert./Lic. Unit  
State Dept. of Education  
Hathaway Building  
Cheyenne, WY 82002  
Attn: Lyle Hartley  
(307) 777-7291

**APPENDIX B**

**Survey Questions**



## SURVEY QUESTIONS

### **Part 1. Status of Alternative Certification**

1. Does your state/locality currently have any provisions for alternative certification?
2. If so, what alternative certification programs are currently being implemented in your state/locality under these provisions?
3. If not, are any alternative certification provisions currently being considered or proposed? If so, when might they be adopted?

### **Part 2. Alternative Certification Programs**

1. When was the alternative certification program in your state implemented?
2. What rationales were used to establish the alternative certification program?
3. Is the provider(s) mainly responsible for the program's operation/implementation/administration the LEA, an IHE, the SEA, or a collaboration of two or more of these entities?
4. What are the admission criteria for the program?
5. What formal instruction is required in the program?
6. What field experience is provided in the program?
7. What is the length of the program?

### **Part 3. Alternative Certification Program Participants**

1. What is the age of the participants?
2. What is the gender of the participants?
3. What is the ethnicity of the participants? Caucasian or Minority
4. What is the undergraduate major of the participants?
5. What is the highest degree received by the participants?

6. How many participants have received regular certification after completing the alternative certification program?

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